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Latta's



Seat Work Suggestions

Published by
J. S. LATTA, Incorporated
Cedar Falls, Iowa

Latta's Seatwork Suggestions



Latta's

Note: This book has been prepared with the assistance of several of the best primary teachers and rural teachers that I could find. I am pleased with the contents and I believe that you will recognize that the book is well worth the price.

If you have something good along this line I wish you would send it to me and if I can use it I will gladly pay you for it.

Respectfully,

J. S. Latta,
Cedar Falls, Iowa.

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Language and Reading

Word Study

1. Give pupils pictures or drawings of familiar objects, the names of which have been taught. Hand each beginner the letters on cardboard that are necessary to name the pictures; and give instructions to form the right word on each picture.

2. Write all words in the lesson that begin with capitals.

3. Write a list of easy name words on the board such as ball, top, hat, fan, dog, etc., and ask pupils to draw or cut out illustrations on paper and write the name under each.

4. Write a list of all words the children know, on a cardboard and one inch apart and give each child a copy. Then hand each child the same words on small cards, showing print on one side and script on the other. Instruct the children to place the printed word beside the written word. Now hand children printed letters of each word and instruct the children to form each word.

5. Write a word upon the board and have all the new words possible formed by changing the terminal letter as: him, hit, his, hid, etc.

6. (a) Make hektograph copies of objects, writing the word under the corresponding objects as: ax—

(b) Have the children cut the words from the pictures and match again the word to the corresponding pictures, laying them on their desks.

7. Give each child a word and have the children draw a picture of the object with his crayon. If the word is an action word, let him draw a picture that will suggest it.

8. Make a list of name words from reading lesson.

9. Write a list of action words from lesson.

10. Have pupils write all words in lesson containing one syllable. With two syllables.

Print names of objects in the room; as piano, desk, window, bookcase, sandtable and many others. Pin or fasten the printed names to their respective objects. Children learn the words by observation.

11. Place a list of five or ten words from the lesson upon the board. Pupils may hunt for the sentences in which one of the words is found and copy it until the list is completed.

12. Write a list of blend letters on board, as bl, cl, tr, fr, fl, and let children combine with phonograms to form words.

13. Make a list of all the words in the lesson containing a given sound.

14. Write the words plainly on the board. The children may shape or write them with clay. Often this clay may be obtained from a nearby stream.

Drawing and Cutting in Language and Reading

Write a list of easy name words upon the board such as hat, cat, leaf, box, etc. Instruct pupils to draw or cut the objects and then write a short sentence under the drawing or on the cut object.

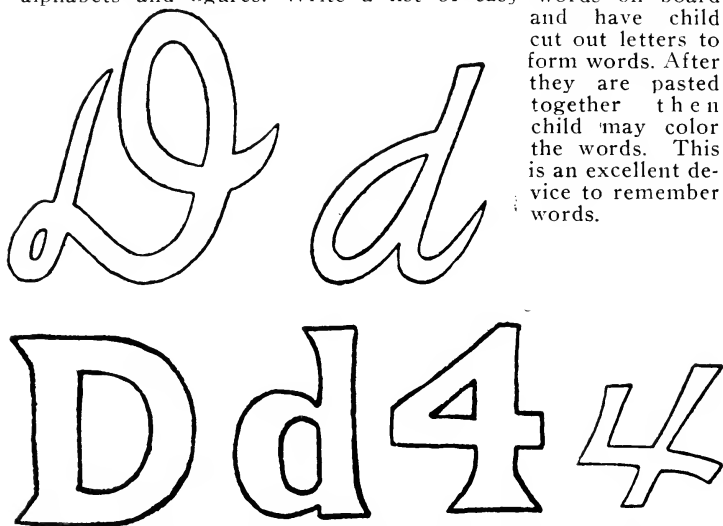
Distribute script and printed letters on tickets giving each pupil a double handful. Let pupils build words from board or chart.

Sketch upon the board a number of objects, as chair, bed, doll, etc. Have the pupils copy and write name of each object by the picture or write a sentence about each.

Write the words of a sentence close together as if it were one word and ask pupils to separate into correct words.

Alphabets and Figures

Give child a sheet of paper containing large and small alphabets and figures. Write a list of easy words on board and have child cut out letters to form words. After they are pasted together then child may color the words. This is an excellent device to remember words.



We sell the print and script, both large and small like above, to color and paste—enough for one pupil for several

days. Ask for alphabets and figures in outline to cut, color, and paste, one pupil 10c.

Write the alphabet near the left side of a sheet of paper and ask each child to write as many words as he can beginning with each letter.

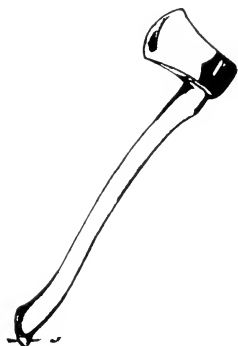
Arrange the words of the reading lesson in alphabetical order.

Word Drill

As your work proceeds from time to time select words to be put on cards for flash cards and to be used for sentence building. Put these words on cards in both print and script, making the cards at least four by six inches. For seat work, these words may be colored by the pupils, and used for sentence building.

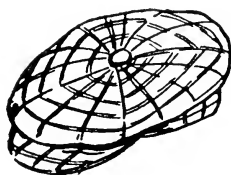
Above cards may again be used in class for sentence building. Distribute cards among pupils and have the first word of a sentence called for and placed on blackboard moulding, after which different pupils complete the sentence with words which they have in their possession.

We sell a set of flash cards printed in outline to cut and color. Words are large and roomy showing print with script below. Ask for flash words to cut and color for one pupil, 10c.



ax

ax



cap

cap

We sell a set of such cards on cardboard having 96 pictures with name in print and script below, also 150 extra words

to form sentences. Ask for Latta's Illustrated Word Cards, per set, 25c.

Make cards, each one having on it a drawing or pasted picture of an object, the name of which is to be used in reading or language lessons. Put beneath each object its name. Make a second set of smaller cards with word only. Have the children match the words on the separate slips with the words beneath the objects.

Make a set of slips containing a familiar sentence. Put sets in envelopes and hand one set to each pupil. Write the sentence on board and ask the pupils to arrange their words in the same order on their desks.

Write words of lesson on pieces of cardboard and put in envelopes, or in boxes, being sure to have more than one of each. Have pupils build sentences and to ask for any additional word they may need.

We sell a set of words on cards. Ask for word cards to build sentences, enough for four pupils, 28c.

Prepare a list of words giving the singular of objects. Let pupils copy and give the plural form also.

Make a number of easy drawings such as cat, dog, boy, box, man, rat, cow, pig, horse, etc. Write name under each and have small children trace drawings and names through thin paper and then color the tracings.

Sentence Building

Teach children an easy sentence. Write it quite large with a pencil on a strip of bond paper, cut words apart and send children to their seats to prick the words with a pin so as to make a stencil. Then have children go to the blackboard and stamp the words so as to form the sentence. This outline is then traced with crayon by children. It aids them in the correct formation of letters.

We sell a set of 16 sentences in stencil form for blackboard. Ask for 16 sentences in stencil for children to trace on board, price 16c.

Supply each child with hektographed copies of short sentences. Have the children cut the words apart and then build up the sentences from a copy on the board.

Finish sentences by adding picture or word:

I can sing like a	I can read a
I can run like a	I can smell a
I can dive like a	I can taste a
I can fly like a	I can touch a

Write in sentences the name of each day of the week.

Write in sentences the name of each month of the year.

Write in sentences numbers in words up to ten.

Fill in blanks:

My father has a Fred has a
My mother has a Tom has a
My brother has a Mary has a
My sister has a James has a
My uncle has a Willie has a

Hektograph little stories that have been composed by children. Have children cut words apart and match them on their desks from a copy on the board. Give child an envelope in which to keep his story.

(a) Write on slips of durable paper, very simple sentences, as, May had a new doll. Cut words apart and put in an envelope. Give to each child. Envelopes are to be opened and the words arranged to form the sentences which you have correctly written on the board.

Write a sentence upon the board, as, "I can sing," and have pupils copy and write ten others telling what else they can do.

Place upon the board sentences with one or more words omitted. These to be copied by pupils and blanks filled with pictures of objects instead of words.

Ask pupils of more advanced grades to prepare some of the seatwork for the lower grades. They will gladly do work such as above.

Select an expression as "I see" and place it upon the board. Give one to each pupil. The very smallest pupils may write the word a number of times; the older pupils write as many sentences as they can, using the word in each.

Vary this exercise by allowing pupils to write question containing the words.

(a) After children have learned to read a few short sentences, give each a box or envelope containing words written or printed on slips of stiff paper. Write short sentences on the board and let them build sentences using the words contained in the envelope.

We sell a set of words to cut and paste for seatwork. Ask for words to cut and paste, for four pupils, print 16c. Or words to cut and paste for four pupils, script 16c.

(b) After the children can write, sentences may be placed upon the board which contain the singular form of the word and class may copy, changing to the plural, as: I see one boy, I see two boys.

Arrange these words in order to make good sentences:

1. pencil is on His floor the.
2. are boys The marbles playing.

3. rope lost Mary her skipping.

4. a sharp point pencil has My.

Write in complete sentences:

For example: Bluebells are blue.

Name some fruits that are yellow.

Name some fruits that are green.

Name some fruits that you can that are red.

What bible story do you like best?

Name some flowers that are blue.

Name some flowers that are white.

Name vegetables that are green, red, white.

Write a list of words selected from reading lesson, and have children write sentences using the words correctly.

Children may read sentences when they come to recitation.

Give child small cards, containing drawings such as hat, cap, boy, dog, man, girl, baby, cow, pail, box, ball, etc. Write name under drawing and let children use these with word cards in constructing sentences.

Have pupils write answers, using complete sentences.

What do cats like to eat? What do children like to eat?

What do dogs like to eat? What do bees like to eat?

What do fishes like to eat? What do owls like to eat?

What do horses like to eat? What do sparrows like to eat?

Have pupils fill blanks:

1. A basket of are

2. A basket of are

3. A basket of are

1. A glass of is

2. A glass of is

3. A glass of is

Illustrated Story Work

Pupils should be encouraged to illustrate the best stories studied in the lower grades. This can be done very nicely in many ways. Use free hand cutting, free hand drawing, sand table work, clay modeling and any other work that compels the pupil to use his constructive imagination. Such stories as Gingerbread Boy, Chicken Little, Three Bears, Pied Piper, The Goat in The Turnip Patch, The Little Red Hen, and others should be illustrated by pupils in some way.

Children enjoy demonstrating stories on the sand table. It is often necessary, however, to work out these stories on the sand table in sections of the story. This sometimes simplifies it so that small children can do good work in the sand.

Have the children illustrate such stories as "The Three Pigs" and "The Three Bears" with colored crayons. Let them use their originality, no matter how crude the picture may be. Same stories may be illustrated by paper cutting or clay modeling.

After a story has been studied in class for enjoyment, as all literary selections should be, ask the children to reproduce orally the part that appealed to them; then let them illustrate that part in crayon or by cutting. Show work to other children.

Have the children prepare a theatre by decorating a box of the proper size. Cut slits in the sides of the box. Prepare cuttings of stories; as, Red Riding Hood, The Three Bears, or any others. Slip the cutting through the sides of the box and let the children play they are conducting a movie. This plan helps greatly with story telling.

Phonics

To familiarize children with long and short sounds of the vowels in words, make a set of cards, half of them with words containing short sounds, and the other half words containing more than one vowel, thus showing that the presence of a second vowel in a one-syllable word changes the sound from short to long, as cap, cape, met, meat.

Give child clipping containing large type. Have him place a circle around any letters, phonograms or words found in the reading work with which he is familiar.

Pupils may write upon paper all words in the reading lesson containing the letter c. Those words in which c has the sound of k are to be put in one column and those having the natural sound of c in another.

To teach the initial consonant sounds, hektograph objects which suggest the phonogram. Write the consonant in script and print below the pictures. Have the children cut out the letters and match with the pictures.

Oat; en; ank; ame; ack; ill; und; est; et; in; ate; are; ink; ake; it; ock; eat; own; um; ew; ag; ick; ug; at; ook; end; ent; ip; ung; an; op; ed; ight; ove; all; ot; ut; aw; ash; ow; out; ail; ay; ap; eed; od; ing; ave; ell; ad; ear; am; ig; ump; ab; un.

We sell a set of 56 Phonic Drill Cards with large print for flash cards. Price postpaid, 35c. We copy same as above for you to use for seatwork.

Let children take their readers, and from the lesson write all the words containing the letter s. Place those in which s has the sound of z in one column and those having the natural sound in another column.

Place the phonogram "ack" upon the board and ask the pupils to write ten or more words in which it is contained.

Let the pupils choose phonograms they like and build words.

Use phonograms which sound alike as "eet" and "eat" then make words from them. We sell a set of Phonic flash cards for 35c. The set contains fifty-six words as follows:

Place the following and similar combinations on the board: pr, fl, bl, st; also at, ook, it, ing. Have pupils make word lists.

Ask pupils to take any family familiar to them as ite, at, etc., and make a train, climb a tree having a number of branches or cross a stream, etc., to arouse interest. Use the phonogram or family you are anxious to use in your daily lessons either in reading or spelling.

Place list of words on board containing all combinations and phonograms studied and have pupils separate words into phonograms and letters or combinations as shook—sh ook.

Make two sets of cards, one having phonograms or family names as at, ate, etc., then combinations as bl, sh, fl, on the others. Give pupil a set of each to make all the words he can, writing the word on his paper, after which the two cards may be used for other words.

First Grade Number Work

Give each child a sheet of colored paper and a one-inch circle in cardboard. Trace and cut out several circles. The teacher may use these in making flash cards. Another plan is to cut a stencil and use colored crayons or brush and oil paints to make flash cards. Small rubber stamps are also quite popular.



The above illustration represents one of our Latta's Flash Number Cards showing all the combinations up to 13. There are seventy-eight combinations. The set postpaid for 25c.

Here you have the combinations in addition that are possible with the first nine digits. This exercise requires very little effort on the part of the teacher, yet it is one of the best devices known for teaching addition when children know the figures. Write this exercise on the board and explain it to the children; then erase all but the first combination of each line, and require the pupils to complete the work, using pencil, pegs or sticks. Have pupils make tables of combinations worked out and keep them for memorizing. Good for first and second grades.

$$1+1=2.$$

$$2+1=1+2 \text{ or } 3.$$

$$3+1=1+3 \text{ or } 2+2 \text{ or } 4.$$

$$4+1=1+4 \text{ or } 3+2 \text{ or } 2+3 \text{ or } 5.$$

$$5+1=1+5 \text{ or } 4+2 \text{ or } 2+4 \text{ or } 3+3 \text{ or } 6.$$

$$6+1=1+6 \text{ or } 5+2 \text{ or } 2+5 \text{ or } 4+3 \text{ or } 3+4 \text{ or } 7.$$

$$7+1=1+7 \text{ or } 6+2 \text{ or } 2+6 \text{ or } 5+3 \text{ or } 3+5 \text{ or } 4+4 \text{ or } 8.$$

$$8+1=1+8 \text{ or } 7+2 \text{ or } 2+7 \text{ or } 6+3 \text{ or } 3+6 \text{ or } 5+4 \text{ or } 4+5 \text{ or } 9.$$

$$9+1=1+9 \text{ or } 8+2 \text{ or } 2+8 \text{ or } 7+3 \text{ or } 3+7 \text{ or } 6+4 \text{ or } 4+6 \text{ or } 5+5 \text{ or } 10.$$

(a) Sticks of various lengths, toothpicks, pegs, large seeds, beans, corn, etc., can be used with good results in first grade number work.

(b) Assort as to color or size and count each.

(c) Lay in twos, threes, fours, etc.

(d) Let pupils complete many like these:

With pegs—

(Stick building in concepts)

Lay four yellow circles.

Lay six orange squares.

Lay three blue circles.

Lay three blue squares.

Lay two green circles.

Lay two yellow circles.

Lay one blue square.

Lay four red triangles.

Lay three red squares.

Lay five green rectangles.

Write each new word in your reading lesson as many times as there are letters in it.

Make picture groups to represent numbers, using stars, apples, fishes, dots, crosses, etc., and have pupils copy and devise new pictures for such numbers.

Write each new word as many times as it occurs in the lesson.

Write a list of words on the board and have children arrange according to the number of letters in each.

Place upon the board such statements as, "there are as in the lessons, or on page there are words

in the lesson. There are sentences in the lesson." Pupils copy and fill out blanks, after reading the lesson.

Dominoes may be used with good results. Pupils get good number concepts from these and tables may be readily made from them.

Place combinations of figures upon the board, as $7-3=?$ and direct pupils to write stories about them; e. g.: Mr. Brown had 7 horses and he sold three so that he now has only 4 horses.

We sell 1,000 gummed one-inch paper circles, assorted colors, for 35c. They are used to teach colors, and to make flash cards, domino cards, etc.

First Grade Construction, Drawing, Etc.

Draw upon the board simple designs, as circles, squares, angles, triangles, etc., and let pupils copy them with corn, split peas, shoe pegs, toothpicks, splints or colored sticks in different lengths. Large letters and figures placed upon the board will furnish material for several days in drawing, stick laying, sewing and cutting. Be sure that pupil has a knowledge of the character with which he is working.

We sell a set of large alphabets and figures 4 inches high, printed on tough paper to trace for such as above, price 10c.

Have pupils copy the national flag on paper with colored crayons. Penny flags may be given pupils for a copy, or one pinned upon the wall.

Small inch squares, round colored pieces of paper or bits of cloth may be strung alternately, with straws one inch in length. There is a good opportunity in this work to teach colors. To avoid cracking and splitting, pour boiling water over the straws; when the water is cool roll the straws loosely in a towel and cut in the desired lengths.

We sell a gross of Hailman's large wooden beads in assorted colors and assorted forms, postpaid 58c.

Let children make a picture clock, with the real clock before them for a copy. Let the figures or (Roman) numerals be properly arranged upon the face.

We sell an eight-inch dial with metal hands, postpaid 25c.

Have pupils draw or cut objects spoken of in the reading or language lesson, or else copy the pictures in reader, and color them with colored pencils or crayons.

Keep a quantity of drawing paper or stout manila paper on hand. Draw a simple outline on the board. Provide each child with a pencil and a sheet of paper, then let him copy the

picture. After the child has drawn his picture he may be shown how to cut it out. Each child should have a box in which to keep his own work.

Give small pupils leaves showing veins and stems to outline upon paper. Place them in different positions, making and drawing clusters, wreaths and bouquets. If traced upon paper allow pupils to color them with water color or pencils.

(a) Cut up pretty advertisements, cards and pictures from catalogues, magazines and newspapers after mounting them on cardboard. Put them in envelopes for pupils to put together.

Cut pages from old readers, take a short lesson or a long paragraph and cut into slips containing one line or sentence. Place these in an envelope together with an uncut story. Give an envelope to each child, at the close of a recitation, and tell him to arrange the slips so as to make a complete story or paragraph, like that enclosed with the bits. Stories prepared with hektograph or typewriter may be used in same way.

On slips of paper, write the names of objects, give four or five of these to each pupil, asking him to draw pictures of the objects which his slips indicate.

(a) Lead pencil stencils will furnish pleasant work for little children for a long time. Let the pictures first be traced through the cards. Teacher or older pupils can make such stencils from tough paper.

(b) When the children are able to do the work well, have the pictures put on paper, and allow the older primary classes to color them with crayons or colored pencils. These make really pretty pictures when neatly done, especially the fruit and flower pieces. Pupils like to take specimens home or have them pinned up in the school room.

Bead Work

Get a number of boxes of Hailman's beads, which consist of cubes, balls and cylinders, and arrange them or string them according to shape or color. A half dozen boxes will be sufficient for a class of twelve. It is not always possible for country teachers to buy these supplies, and a box of brightly colored beads and buttons contributed by the different pupils will give the very small pupils employment. Have also a number of needles threaded with stout thread.

Use these beads in number work by grouping colors together and counting. Make combinations as 4 red beads and 3 green beads are 7 beads.

An exercise which is two-fold; namely, to teach the numbers and the colors.

Supply the children with beads and a needle with stout string. Write directions on the board; as, string 2 blue cubes,

4 red balls, 6 green cylinders, 3 purple balls, 1 yellow cube and 2 orange balls. Check work with the pupils.

Building Blocks

Children like to build houses, bridges, fences, etc. A good way is to buy a few long pieces of finished lumber of different widths and then saw carefully into short pieces. This will cost much less than to buy the factory made sets.

Second Grade Language and Reading

Name seven colors; tell which one you like best.

Write sentences as follows to be answered in connection with reading lessons:

Where did Jack and Jill go?

For what did they go?

What did they carry with them?

What happened to them?

Draw a picture of them.

Fill in blanks—

On a wet day I like an

On a hot day I like an

On a cold day I like a

On a windy day I like a

On a fine day I like a

Finish—

I wear a on my head.

I slide on my

I wear a on my finger.

I ring a

I wear a on my foot.

I climb a

I wear a around my waist.

I pick an

I wear a on my hand.

I turn a

I wear a on my neck.

I blow a

Tell children a story and let them draw with crayons a picture they see in it.

Fill in spaces—get language cards for these:

Oats are used to make As hard as

Wheat is used to make As soft as

Wood is used to make As white as

Iron is used to make As cool as

Silver is used to make As black as

Tin is used to make As round as

Make sentences leaving blanks for everything you can that goes in pairs, as shoes, gloves, etc., and direct children to fill blanks.

Write sentences naming the three meals we eat every day and name everything that you think would be nice for each meal.

Draw an envelope on board. Have pupils copy and address it.

Write sentences telling some games you like to play in the house in winter. Illustrate one game by drawing.

Write sentences telling some games you play out of doors in summer. Illustrate by drawing or paper cutting the game you like best.

Answer in complete sentences—

Who met Red Riding Hood in the woods?

Where was Red Riding Hood going?

What was she taking in her basket?

Why was she called Red Riding Hood?

Carefully draw an envelope and write your address, your brothers' address, your sisters', mother's, father's.

Give out small slips of paper during the study period. Have children write their name at the top of the slip. Every word in the reading lesson which the child does not know must be written on this slip. The teacher uses these words for word drill.

Most letter writing should be copied work, but if the children become thoroughly acquainted with the correct form and placing, then short, original letters may be attempted.

Copying

There should always be on the front board, a short story, letter or verse which can be copied daily. The story or letter may be constructed by the teacher, or better, it may be one told by a child. If placed in a space provided for it, just after being told, interest is stimulated and attention fixed on important points such as indentation, capitals and punctuation. The name of the school and grade of the child should be part of the copy work.

Make two or three pictures which you find in your lesson. Write the sentence or paragraph you are illustrating.

My name is

I live in

I am years old.

My teacher's name is

I am in grade

I can

I like to

Write a statement telling something about

coal	snow	apples	babies
trees	sugar	rain	moon

Make a list of all the animals that run.

Write names of animals that jump.

What animals swim?

Write names of fruits.
Write names of flowers.
Write names of grain.
Write 5 names for dogs.
Write 5 things found in a grocery store.
Write names of 5 birds.
Name all the boys you can.
Name all the girls you can.

Illustrated Verses

The following verses contain a wealth of material for seat work and the children will not tire of this work because the subjects appeal to them and are within their power to understand and appreciate.

These verses might be copied first, then illustrated and made into booklets. They might be illustrated by paper cutting, water color, crayon or clay.

I wash Dolly's clothes on Monday,
I wash them white as snow,
I rinse them in clear water,
Then on the line they go.

I sprinkle Dolly's clothes on Monday,
And lay the clothes away
And then I always iron them
When I have time next day.

I mix Dolly's cake on Thursday
I set it in the sun
Then we make believe we eat it
As soon as we think 'tis done.

I take Dolly to ride on Saturday
For then we go to call;
We call on Arabella
And Arabella's doll.

God makes the lovely flowers and birds,
The diamonds and the pearls
But the sweetest things he made
Are little boys and girls.

When John and Mary come to play
We blow soap bubbles most all day.

Jack be Nimble
Jack be quick
Jack jump over
The candlestick.

Mary, Mary, quite contrary, etc.

Little Boy Blue

Sing a Song of Sixpence.

The fire burns brightly,
The tea kettle sings,
The table is laden
With all the tea things.

I like to see a baking dish,
Eggs, flour and sugar too,
I know without telling
What mother's going to do.

I went walking where the daisies be,
They nodded and they smiled at me.

Making house booklets is interesting and educational seat work. The following verses may be used to illustrate.

Far in the land of ice and snow
In a house like this lives the Eskimo.

In our land in an earlier day,
The first homes were made the Indian way.

In a home like this
The little chicks bide
At night beneath wings
Spread far and wide.

When you make a place
For a dog to rest,
A house like this is the very best.
In a larger house built much the same way,
The boys and girls with their parents stay.

Word Building

From the word "Newspaper," see how many small words you can build.

Write sentences using the names of creatures that fly, run, jump, swim or creep.

Write sentences using the names of animals that growl, purr, cackle, sing, laugh, neigh, bark, etc.

Write sentences about ten things you can eat, or like to eat. Ten things you see in the school room. Ten things you remember at home.

Have pupils write sentences about things they see or think of that are round like a ball.

Place a word upon the board and have pupils prefix certain letters to form new words, as: old—cold, told, hold, etc.

Give a syllable as: er, re, at, ed, ab, de, ly, ing, tion, etc. Let pupils see who can write the most words containing it.

Copy from the reading lesson all the words that contain silent letters.

(a) Procure old readers adapted to your grade, cut stories into words or sentences and put in an envelope or a box, give one to each pupil.

(b) Find and write all the sentences from the lesson that ask questions.

(c) Write sentences expressing surprise.

(d) Write sentences that tell something. Sentences that express commands.

(a) Give a list of shortened or contracted words, as, can't, shouldn't, etc., and have pupils write the complete form.

(b) Place the complete form upon the board, and have pupils write the contraction of the words.

Place sentences from the lesson upon the board and omit one or more words. Pupils may copy and substitute words which mean the same as those given in the book, as: Tom has a small spade; Tom has a little spade.

Place names of the days of the week upon the board. Pupils may place these in statements, as: "Monday is the second day of the week," etc.

Place a list of words upon the board. Pupils copy and give a word opposite that means the opposite to the word given, as up, down, etc.

Write all words in the reading lesson that mean more than one.

Second Grade Number Work

How many pages in your reader? How many lessons in your reader?

Make circles of stiff paper showing the relative sizes of coins and mark their value.

Write all the numbers that end in "0" up to 100. Write the numbers ending in "2" as far as the fifties. Supplementary problems furnish good work.

With toy money answer in complete sentences—

How many cents in a dollar?

How many 5 cents in a dollar?

How many 10 cents in a dollar?

How many 25 cents in a dollar?

How many 50 cents in a dollar?

Write many sentences like these. Have children copy them and supply the missing numbers.

$\frac{1}{2}$ of 4 dogs is dogs.

$\frac{1}{8}$ of 16 hats is hats.

$\frac{1}{4}$ of 8 apples is apples.

This game may be played at a table as seat work.

Factors of numbers; as, 4, 6 should be printed on cards
5, 4

and passed around the class. Another set which has the products; as, 20 ; 24, is laid out on the table, one at a time and whoever has the factors to the product, plays. The pupil getting rid of his cards first wins.

Write 3's to 60; 4's to 32; 5's to 100; 6's to 42.

Teach 16 oz. make one pound (lb.)

$\frac{1}{2}$ of 16 oz. oz.

$\frac{1}{4}$ of 16 oz. oz.

Let children copy and complete—

If one book costs 5 cents then 2 books will cost 2 times 5 or cents.

Write several such problems on board thus: If one pencil costs 5 cents then

Write exercises such as the following on the board for pupils to complete. Vary the exercises.

$$2 \times ? = 4$$

$$4 \times ? = 12$$

$$4 \times ? = 16$$

$$3 \times ? = 9$$

$$2 \times ? = 12$$

$$5 \times ? = 20$$

$$5 \times ? = 10$$

$$3 \times ? = 12$$

$$6 \times ? = 24$$

Teach Time Measure and write exercises as follows:

1 week has days.

1 month has weeks.

1 year has months.

Write a list of figures on the board and let the children place corresponding Roman numerals opposite.

Develop table of Long Measure—inch, foot, yard. Give practical problems for drill. For seat work give child a ruler and let him measure his desk, book, tablet, pencil, pencil box, etc., and write statements such as this: My pencil is six inches long. Cut an apple or cube or any object in parts and let the pupils write the values; as, two halves make a whole, or three thirds make a whole of these fractional parts combined.

Let pupils copy the Roman notation to fifty.

This exercise is superior, in some respects, to the usual multiplication table. Notice the responsibility that it imposes on the pupil who must find the different combinations. Copy the entire exercise on the board and call the pupil's attention to the many combinations. Then erase all except the first number in each line. Have pupil work out all the combinations on paper, using 2, then 3, 4, 5, etc. and memorize.

- $1 \times 2 = 2 \times 1$ or 2.
 $2 \times 2 = 4$.
 $3 \times 2 = 2 \times 3$ or 6.
 $4 \times 2 = 2 \times 4$ or 8.
 $5 \times 2 = 2 \times 5$ or 10.
 $6 \times 2 = 2 \times 6$ or 3×4 or 4×3 or 12.
 $7 \times 2 = 2 \times 7$ or 14.
 $8 \times 2 = 2 \times 8$ or 4×4 or 16.
 $9 \times 2 = 2 \times 9$ or 3×6 or 6×3 or 18.
 $10 \times 2 = 2 \times 10$ or 4×5 or 5×4 or 20.
 $11 \times 2 = 2 \times 11$ or 22.
 $12 \times 2 = 2 \times 12$ or 3×8 or 8×3 or 6×4 or 4×6 or 24.
 $13 \times 2 = 2 \times 13$ or 26.
 $14 \times 2 = 2 \times 14$ or 7×4 or 4×7 or 28.
 $15 \times 2 = 2 \times 15$ or 3×10 or 10×3 or 5×6 or 6×5 or 30.
 $16 \times 2 = 2 \times 16$ or 4×8 or 8×4 or 32.

Have pupils cut out figures, small patterns of cats, apples, leaves, rats, etc., and paste them in suitable groups for combination cards to be worked out and memorize. For example:

$$9+3$$

These sets make nice booklets. They teach numbers, and give training in free hand cutting. Let the children work out their number tables and combinations and keep them in number booklets.

Cut an easy pattern in art stencil board, such as hat, boot, star, heart. Then write the forty-five combinations on the board and give stencil to the child with instructions to illustrate any combination he can by groups. Let the child place each illustration on a sheet of paper 6x9. Child will see " $2+3=5$ " on the board and will fix group showing two hearts + three hearts = five hearts for seat work.

- (1) Answer questions in full sentences—

What is the mark for dollars?

What is the mark for cents?

Make out a little bill for groceries. Do not spend more than 50c.

- (2) Place Roman numerals on the board not in order. Instruct pupils to write them in order on paper with Arabic figures and also write the words opposite each other.

Write many examples in multiplication and division, and have children reverse the operation as follows:

$3 \times 7 = 21$	$21 \div 3 = 7$	$1/3$ of $21 = 7$
$7 \times 3 = 21$	$21 \div 7 = 3$	$1/7$ of $21 = 3$

Write many figures on the board and let children use each of the four signs with them.

6	2	$6+2=8$	$6-2=4$
10	5	$10+5=15$	$10-5=5$
12	3	$12+3=15$	$12-3=9$

$$6 \times 2 = 12$$

$$10 \times 5 = 50$$

$$12 \times 3 = 36$$

$$6 \div 2 = 3$$

$$10 \div 5 = 2$$

$$12 \div 3 = 4$$

Count by 3's to 42; by 4's to 40; by 6's to 42; by 7's to 42; by 8's to 40; by 9's to 36.

Write a list of numbers on board and have children multiply each by any number he wishes

$$\begin{array}{r} 4 \times 3 = 12 \\ 5 \end{array}$$

$$\begin{array}{r} 7 \times 2 = 14 \\ 6 \end{array}$$

Fill blanks—

8 boys have eyes.

6 boys have hands.

9 girls have feet.

7 owls have tails

4 men have ears.

5 cows have ears.

Copy and complete these sentences—

There are.....eggs in 1 dozen.

There are.....inches in 1 foot.

There are.....eggs in $1\frac{1}{2}$ dozen.

There are.....inches in $1\frac{1}{2}$ feet.

There are.....feet in 1 yard.

There are.....feet in 7 yards.

There are.....times 3 girls in 12 girls.

There are.....times 4 apples in 8 apples.

There are.....times 9 trees in 27 trees.

There are.....times 12 books in 36 books.

1-2 of 12 eggs is eggs.

1-3 of 12 cents is.....cents.

1-4 of 16 books is books.

..... is 1-3 of 12

$10 + = 16$

..... is 1-7 of 21

$13 + = 15.$

..... is 1-4 of 20

$11 + = 15.$

..... is 1-3 of 27

$13 + = 17.$

..... is 1-4 of 28

$14 + = 17.$

..... is 1-3 of 36

$13 + = 18.$

..... is 1-2 of 18

$11 + = 16.$

..... is 1-2 of 25

$11 + = 14.$

A good exercise for pupils to work out at home with the assistance of their parents:

(a) Girls play they are taking butter, eggs and fruit to market. Let them write a list of the articles and the market price they receive. Then let them buy the family necessities and prepare a bill showing all the purchases.

Second Grade Number

Give the pupil a piece of manila cardboard 4x6 and a definite number of colored circles, the number with which you are working in class and ask him to paste them in appropriate order on card.

After he has grouped them on cardboard direct him to make all the possible combinations in the numbers and statements regarding same; as—

$$12=6+6,$$

$$12\div2=6$$

$$12=4\times3, \text{ etc.}$$

Merry-Go-Round

A game, which may be played in one part of the room, with the supervision of a competent member of the class. Numbers; as, 4; 8; 6 should be printed or written on cards. One set may be called the floor cards and one set should be used for the children to carry or hang from their necks. Draw a circle on the floor as large as is necessary for all to join hands and move around. Now place one card with a number on floor inside of circle in front of each child. The children gather around the circle. When the leader says, "Merry-go-round," they move around the circle from left to right. When she says, "stop," each child stops behind a card on the floor and he answers the leader's question as his name is called for product, sum or difference. The leader asks for the name of each individual and gets in reply the answer, "20, 32," or whatever they are playing for.

Put the following directions on board:

- (a) Measure your desk with your order.
- (b) Measure your reader, your hand.
- (c) How long is your lead pencil?

Place number facts like the following on the board and let children write the figures that represent the numbers:

I and I are II.

II and II are IIII.

Draw a one-inch line.

Draw a two-inch line.

Draw a threeinch line.

Draw a four-inch line.

Draw a five-inch line.

Draw a two-inch line.

Draw a line twice as long.

Draw a four-inch line.

Draw a line one-half as long.

Draw another two inches longer.

Draw a line six inches long.

Draw a line one-half as long.

Make a primary store from a large box. Let children furnish empty boxes and cans to use in the store. Use toy money and allow children to play store. Problems may be written on the board, as a guide.

Boys play they are taking grain, hogs, cattle, etc., to market. Let them sell at present market price. Then let them buy machinery, lumber, pay taxes, hired help, threshing bills, etc. Let them show a record of every transaction.

We sell a plan for playing store. It consists of toy money, tickets representing groceries and blank forms for buying and selling—also sample pages with instructions to teacher and pupil. Ask for Latta's Business Exercise for the Rural School, postpaid 45c.

Second Grade Construction, Drawing, Etc.

Draw or cut a picture of something you see at each season, a bird, flower, fruit, snow.

Trace a maple leaf, then color with crayons.

Cut from furniture catalogs, pictures of different kinds of furniture. Mount them and use them in your doll's house.

With plasticine or clay, model the toy you like best, the bird you like best and animal you like best. This is excellent work as it teaches the child correct form.

In fall have pupils collect seeds, pods, leaves to draw from and color. Varnish them when they are green and they will keep color and shape better.

Cut a bell and write on it a verse appropriate for January to use in gift work, etc.

Draw a clock and place the hands to show the time when school begins.

Bring pussy willows, make pussy cats sitting on a fence and have pupils copy and color.

Distribute green crayons to class, let them draw and color ten things that are green and if possible write the name under the drawings.

Use red crayons in the same manner as suggested above.

Have pupils cut out forms and let teacher guess after seat work period what they are.

Cut scenes to illustrate stories. The child cuts at first as he draws from the image in his mind, and to succeed, he must cut outlines of objects familiar to him.

Place large silhouette pictures of animals before the children. After the child has visualized the picture, let him cut from memory. After the child has made an attempt let him look again. Children learn to look more carefully and thoughtfully if they know they must depend upon memory.

We sell a set of 42 silhouette patterns, postpaid 16c.

Give child a colored paper to cut into strips for chains. Cut a few off for him to suggest width of strip. Let him use the best for his chain. A good example of work helps greatly in giving the child a desire to do well.

We sell 2,000 colored papers about 1x6 inches to make chains, postpaid 50c.

Children make durable envelopes of heavy paper or manila cardboard by marking around a pattern that teacher may prepare. Such envelopes are used to hold busy-work materials.

Cut geometrical forms of uniform size in oiled stencil board and let pupils use these patterns to mark out forms on colored papers. Then pupils can make decorative combinations, borders, etc. Animals, birds and other objects may be used the same way.

Have pupils divide a six-inch square into inch squares, and place a simple figure in each square, making a surface pattern. Use same unit throughout.

Model beads from clay, stick pins through center and stick the pins in a piece of cardboard to let beads dry. After they are hard and dry take pins out and put beads in a box. When clay beads are dry they are easily colored with water colors. At some later time let the children string their beads. Try to get them perfectly round.

Cut free hand fruits and vegetables.

From clay, model a basket containing different kinds of fruit.

Make a cover for spelling booklet to contain new words learned while studying and writing stories about the Pilgrims.

Model a bird's nest with clay or draw one.

Make penwipers. Use three pieces of cloth cut round, about three inches in diameter; sew a button on top.

Float colors (yellow and red) on pieces of drawing paper and let children cut autumn leaves. Have a leaf on pupil's desk.

Free hand cutting of capital letters and figures four inches high. Mount best work in alphabetical order on stiff paper.

Cut animals, birds, houses, trees, children, etc., and mount best in a poster book for your own use, and for display purposes.

Make a pattern for weaving mats, trace it carefully on good manila cardboard, cut base and weavers carefully with a sharp knife and let pupils use your pattern to mark out mats on colored papers by inserting a pencil in the slits.

Let child use ruler and draw one-inch square. Draw two-inch square outside of the one-inch square, and so on. Child should be able to state size of any at a glance.

Make furniture for doll house based on 16 squares. Directions for folding 16 squares as follows:

1. Take the edge that's nearest to you and fold to farthest edge.

2. Take edge that's nearest you and fold to center crease.

3. Turn paper.

4. Take the edge that is nearest to you and fold to you and fold to center crease.

5. Turn paper half way.

6. Take the edge that is nearest to you and fold to farthest edge.

7. Turn paper.

8. Take the edge that is nearest to you and fold to center crease.

(Dictation lesson at first). After children have made one under direction of teacher let them repeat same problem for seat work.

Pupils enjoy sand table work and clay modeling. Have them work out illustrated reading work on sand table, using clay for modeling figures. Many fine things can be done in this way.

Make stained glass windows. Cut frame from black paper. Drop paints on moistened drawing paper and when dry paste in frame.

Japanese screens may be made by folding paper in thirds and cutting framework. Then drop paints on moistened drawing paper and paste in frame.

Balloon Poster

Have children paint red, orange, green, yellow, violet and blue. Paint every other square first, after they dry, paint others.

Take a quarter and draw around it on best part of each painted square. Have children cut out circles. Cut picture of a little boy or girl from a magazine. Paste in lower corner of 9x12 gray construction paper. Arrange colored circles near top of opposite corner and paste on paper. Then draw lines or paste narrow strips of paper from circles to child's hand.

Poster Scenes

Let children choose a story that they like. Have them make posters representing different scenes in the story. The posters may be called plates for a movie lantern and the children may use them to give illustrative talks or in telling the story. The children enjoy using their own posters and they take great delight in story telling.

Third Grade Language and Reading

(a) Write words you would use for more than one: ox, child, tooth, box, rose, foot. Write sentences containing the words.

(b) Write sentences describing bread, flour, water, ice, iron, glass, etc., e, g: Rubber is elastic.

Copy this verse and answer in full sentences the questions following—

"If a task is once begun,
Never leave it till it's done.
Be the labor great or small,
Do it well or not at all."

Which words in this verse rhyme?

What do you notice about the beginning of every line?

What marks are at the end of the lines?

Draw or cut the U. S. flag, and answer the following questions in complete sentences—

How many stars in the flag?

How many stripes in the flag?

For what do the stars stand?

For what do the stripes stand?

What does a flag at half mast mean?

At what hour of the day should flags be taken down?

Write five sentences telling five ways in which you can help your mother after school.

Contractions

We'll, I'll, can't, 'twas, 'twill, weren't, and after each one the same sentence without the contraction.

Plurals

Write sentences containing both forms.

Write the word for more than one knife.

Write the word for more than one loaf.

Write the word for more than one leaf.

Write the word for more than one man.

Write ten other sentences using other words in the same way.

Bring or have pupils bring flowers in season to draw, color and write stories.

Abbreviations

Write abbreviations for Mister, Mistress, doctor, street, Monday, January, etc.

Opposites

Write opposites for up, front, forward, north, east, hot, wet, small, top and over.

Description Guessing Games

Write description of some bird, animal, person, flower or object without using its name. These are to be read in class for the other children to guess what is being described.

Written Composition

Write a story about a dog, telling: What his name is, who his master is, what color he is, how he looks and what he can do.

Supplementary Reading

An excellent device for seat work in second and third grades is to let each child bring a story book or two. Place these on a little table or vacant desk in some convenient place. When a child is sure he knows his lesson let him get a book to read. He must make some report on this reading.

Original Stories

Write an original story for reading lesson. Write about any person or pet you like.

Name Words or Nouns

Write all the names of people, places and things in reading lesson. Use names in first column in sentences. Later take up difference between common and proper nouns.

Action Words or Verbs

Teach children to group all action words under one class.

Tell some action that boys and girls can perform.

Write action of birds, dogs, horses, etc.

Pick out all action words in reading lesson.

A little postoffice may be made and used for the primary language classes. The children may be allowed to write letters to each other, make their envelopes, write the addresses, stamp and post. There should be a postmaster or mistress to sort the mail, sell stamps, etc. This is educational seat work and considered very practical. The children enjoy it.

Third Grade Construction, Drawing, Etc.

Illustrate:

"The golden rod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruit are bending down."

The following poem can be worked on during several seat work periods. A booklet might be made. First, copy the poem neatly, then illustrate the different pictures in the poem.

Day Break

A wind came up out of the sea
And said, "Oh mists, make room for me."
It hailed the ship and cried, "Sail on
Ye Mariners, the night is gone."
It hurried landward far away
Crying, "Awake, it is the day."
It said unto the forest, "Shout,
Hang all your leafy banners out."
It touched the wood bird's folded wing
And said, "Oh bird, awake and sing."
And o'er the farms "Oh chanticleer,
Your clarion blow, the day is near."

—H. W. Longfellow.

A booklet containing paintings of trees may be made, a row of trees in form of a border for the cover. To cut the form at once, fold a strip of paper in the middle, and then fold again. Without unfolding the paper, cut a tree shape, leaving a narrow strip of paper at the bottom. Unfold and you will have a row of tree forms.

Paint a bright sunset on a sheet of 6x9 inch drawing paper, about two-thirds down on paper. Then cut from black paper or paper painted black by children, tops of buildings silhouetted against the sky. Ask children to observe tops of buildings.

Miscellaneous Exercises

Reading and Language

Have as many different readers of the grade you use as you can obtain. Have also magazines, story books and children's papers, which the pupils like to bring from home. Let pupils exchange their own books for others or pass a book to each child and let him read what and where he likes. Then ask the children to tell you what they have read, or to write on paper all words they do not understand.

Cut out bits of poetry, memory gems, proverbs and wise sayings of great men. Mount on cardboard and give one to each pupil to copy and memorize.

Let pupils practice writing their names, the street, town and state in which they live.

Geography Busywork

(a) Children trace a map of the United States showing all of the states. Then color the states, locate principal towns and cities, and draw lines representing the most important railroads. This is called an industrial map.

(b) A map prepared in the same way, naming states and naming the principal products, such as rice, cotton, wheat, corn, etc., would be called a product map.

Relief Map

Mixture:

2 parts fine sand.

3 parts wood ashes.

Mix to a paste with boiled linseed oil. Mount while moist. After the mixture hardens, varnish the map. It will not break or rub off.

Seatwork in Nature Study

Conversation lessons on nature may be followed by tracing leaves and coloring for blackboard borders.

Vegetables such as tomatoes, parsnips, beets, peppers, and potatoes are good in mass drawings in color.

Booklets may be made using vegetable illustrations. Short sentences composed by the children may be written underneath the drawings.

Poems Written by Children

Children can write poetry and will write it if given a chance. While they can not do well at it, yet they will make efforts worth while and at the same time they will cultivate an appreciation of it which they cannot otherwise acquire. Help them a few times and encourage them to do this as seat work at stated times.

Thanksgiving Suggestions

Cut fruits and vegetables and color them. Also cut a basket from a piece of construction paper folded. Paste the fruits and vegetables in a group and the basket over them, giving the appearance of a basket heaped high with fruit. At Easter time cut and color eggs and put in the basket.

Illustrate by cuttings, Pilgrims going to church, etc.

Construct with clay simple furniture used by Pilgrims, as stools, tables, fireplace, etc.

(a) Sketch the home of the friendly Indians.

(b) "Dark behind the wigwam rose the forest, and bright before it beat the water." Use colors or charcoal.

Let children make a Pilgrim poster of free hand cuttings: The trees in the forest, the Indians' wigwams, the Mayflower, the Pilgrim men and women, and the log houses and churches they built.

Make poster of Pilgrim kitchen. Cut fireplace with the kettle hanging on it, the candlesticks on the mantel, two crossed guns over the fireplace, a cradle, and a spinning wheel.

Draw a barn and write a list of all the things that are found in a barn at this time of year.

Cut trees and birds free hand. Mount on landscape made as follows: Upper half blue (for the sky), lower half brown and green (for the fields). Mount a tree or two and small birds flying through the air. Underneath write:

"The brown birds are flying
Like the leaves through the air,
They turn to the South,
For the summer is there."

Teacher draws in colors either on board or large sheet of paper, a landscape containing a barnyard. Let children cut turkeys, pumpkins, wagonloads of vegetables, etc. The best cuttings are pasted in proper places on teacher's drawings. This makes an interesting class problem.

Children make a booklet of their fall drawings and decorate cover with a border of the leaf or seedpod shapes. They may take these home to show what they have accomplished.

Children make invitations to their Thanksgiving school exercises.

Christmas Suggestions

Make calendar suggestive of Christmas.

Make candy box and put simple design on it with water color crayons.

Illustrate by cutting the Story of the Wise Men.

Illustrate Christmas songs and stories.

Correlate all work with Christmas story.

Illustrate story of Wise Men. Show pictures of Wise Men and let children cut. When they have cut several satisfactorily, mount on a card.

Children make cuttings to represent gifts they have given and received and let them color them.

Model fireplace, camel, star, etc.

Have children make chains of colored paper for tree at home or school.

Make lanterns for tree by taking a piece of 6x9 white drawing paper, and after first washing paper with water, dip paint brush in bright colored paints and drop on paper. Fold paper and cut in $\frac{1}{4}$ -inch strips from the fold to within $\frac{1}{2}$ inch of top. Open and paste. Paste on handle.

Cut Christmas tree from large sheet of dark green paper. Mount this tree on larger sheet of gray construction paper. For seat work let the children paint, draw, color and cut gifts and decorations for this tree.

Stick Laying

A teacher's success in seat occupation work will largely depend upon her judgment in selecting and providing interesting material that has in it real educational value. See that you plan your work to give variety and interest. Do not wear a good thing out.

Plan your hand work so as to give something new each day. Several lines of work such as stick laying, clay modeling, sewing cards, paper cutting, weaving, etc., should all find a definite place in every primary teacher's program.

Stick laying of simple forms may be given to the child among his first occupation work at school. If the teacher has on the child's desk an assortment of colored sticks of varying lengths, the child will have altogether a different experience than if his desk were bare. Allow him to use these sticks to build chairs, tables, or other familiar objects.

Pegs

Give children colored pegs and have them separate colors and put in separate groups and name the colors. After completing the arrangement, pupils may count separate piles and then count the whole.

Direct the pupils to make original groupings.

A simple table in addition, subtraction, multiplication or division may be copied with pegs.

Let children arrange pegs in imitation of some drawing in such a way as to look like a stencil drawing.

Give a handful of pegs to each pupil and direct him to arrange them in various ways as, Roman numerals, squares, angles, triangles (horizontal and vertical rows, simple pictures of animals, chairs, tables, boxes, houses, windows, etc.) following an outline on the board or in imitation of the object itself.

Colored Stick Laying

Sticks for the laying of figures may be made the basis for drawing, arithmetic and geometry, without the children knowing they are doing anything but play. They may be bought in various lengths, either plain or colored.

Teach positions first by imitation, then call for the different positions until vertical, horizontal and oblique are as familiar as the terms standing, lying, etc.

By imitation and invention they may be taught the right, acute, and obtuse angles, reproducing these and all the forms by drawing, following by learning names.

Draw pictures of chair, ladder, house, tree, bag, border designs, etc., and give pupils colored sticks to make these at seats. If you are original the pegs, beads, colored sticks and the scissors will furnish an unlimited amount of good seat work.

Sticks in Number

Sticks or splints may be cut into short lengths and collected in piles, each pile containing as many pieces as the number lesson of that day.

Sticks and Color Teaching

A first grade child should know the rainbow colors. He should know the word red and be able to associate it with the color red. Use pieces of red cloth or red paper at first. These should be an inch or two long and vary in color. Parquetry papers are nice for this. Have them sort the colors, picking out red, orange, etc. When they become proficient in this give them colored pegs to sort and the words red, orange, etc., to be placed beneath or above the right pile. Order coated paper for distinct colors.

Give pupils color cards with names of colors beneath each color in both print and script. Children assort colors, putting pegs in proper pile. Limit the number of various colored pegs to the limit of his counting ability and vary from day to day as he learns to count.

Colored sticks of lengths varying from one inch to five inches may be used to teach number, length and color. Have pupils arrange five sticks side by side vertically and five one above the other horizontally, the longer one below. In this way the number five stands out plainly and the comparative lengths are easily seen and taught.

All combinations in addition and subtraction, and even multiplication, may be worked out with these sticks: as III, III, III, are 9.

One two-inch stick is two.

Two two-inch sticks laid end to end are four.

Three two-inch sticks, etc.

Sorting Splints or Sticks

Have little boxes of colored splints, and let the children sort those of the same color and length.

Plain splints may be bought and colored with diamond dyes. This is an exercise that will do for the youngest pupils.

Soak peas over night and give a handful to each child with some toothpicks or wires, and let him make objects, as chairs, boxes, triangles, etc.

Have pupils arrange pegs in columns as soldiers marching in twos, threes, fours, etc.

Designs of all kinds, houses, train tracks, Jack-o-Lanterns; border designs may be made by pupils out of colored pegs.

Free Hand Cutting

One of the first pleasures in a child's life is to use the scissors. Long before he enters school he has spent hours cutting pictures out of papers and magazines and in cutting strips and imaginary figures. With great delight he grasps the scissors in the school room and soon discovers the pleasure in well directed seat work.

The beginner might be permitted to cut around a drawing or form but as soon as possible, the copy should be posted at a distance and then removed from sight. After proper instruction and experience a group of children will cut from imagination and you will be delighted with results. Story illustration by free hand cutting is the child's delight.

There is scarcely a limit to the possibilities in paper cutting. Cutting for pleasure, for illustration and for constructive designs. These in turn should be related to other subjects as nearly as possible. For instance, circles, squares, etc., teach form, and they may be used in number. They may be used for color studies. Leaves and flowers may be cut and colored. Certain forms may be cut to be used on sand table. This is ideal seat work while you are busy hearing other classes. Pupils, however, should be held responsible for neatness and cleanliness about their desks and for the proper use of materials.

Word Cards

Mount interesting pictures of animals and objects on good cardboard and write under each picture its name. On other pieces of cardboard write a number of words corresponding to those on the cards beneath the pictures. Have the pupils find the words on second set of cards to match those under pictures.

Make manila folios or envelopes or boxes and keep these cards for further drill work.

Sewing Cards and Sewing

Sewing is another occupation that furnishes much valuable occupation work for the busy teacher of several grades.

Give the child a sewing card, a big-eyed needle threaded with colored thread and he will find much pleasure and profitable employment. This form of exercise is criticized by some as being of little value but no one can observe little ones at this work without recognizing its educational value because deftness and delicacy of touch and finger control are acquired which must lead to self control and greater power of concentration.

It also furnishes a most excellent basis for color and form study. Squares, circles, triangles and other geometric forms are popular for beginners. Animal life and vegetables should be used as models for sewing and these are good subjects for color and form study.

Borders and patterns for bags and covers may be worked out in sewing patterns.

Language and nature study also furnish good material for illustration and color work. Booklets might be made to contain the best work.

Poems For Study and Memorization

A considerable amount of the time in seat occupation should be used in illustration of poems, stories, and original ideas, together with memorizing choice poems and prose selections. If this seat work is properly prepared by the teacher and is properly motivated by her during her teaching of the selections to be used, it will be most thoroughly enjoyed and appreciated by pupils.

Poems also furnish a most excellent basis for good language. Sentences expressed either orally or in writing, describing pictures seen in selections, before being allowed to draw, cut, mold or express in other ways, is a good exercise.

The following poems were selected by the Elimination Committee of Iowa State Teachers Association for just such work as suggested above, especially the thorough study and memorization. They represent the best thought of Iowa educators regarding standards for poetry in grades. The complete list of poems recommended by this committee is given here for your reference in case you wish to use them.

Suggested List of Poems for Various Grades

Grade I

Good Night and Good Morning.....	Lord Houghton
Rain.....	R. L. Stevenson
The Cow.....	R. L. Stevenson
The Wind.....	R. L. Stevenson
Bed in Summer.....	R. L. Stevenson
Twinkle, Twinkle, Little Star.....	Jane Taylor
Little Birdie.....	Tennyson

Grade II

The Fairies.....	Wm. Allingham
November.....	Alice Cary
Thanksgiving Day.....	Lydia Marie Child
How the Leaves Come Down.....	Susan Coolidge
Wynken, Blynken and Nod.....	Eugene Field
The Duel.....	Eugene Field
Lady Moon.....	Lord Houghton
Seven Times One.....	Jean Ingelow
The Brown Thrush.....	Lucy Larcom
The Blue Bird.....	Mrs. Emily Huntington Miller

Daisies.....	Frank Dempster Sherman
The Swing.....	R. L. Stevenson
My Shadow.....	R. L. Stevenson

Grade III

Marjorie's Almanac.....	Thos. Bailey Aldrich
The Tree.....	Bjornstjerne Bjornson
Norse Lullaby.....	Eugene Field
A Boy's Song.....	James Hogg
September.....	Helen Hunt Jackson
The Owl and the Pussy Cat.....	Edward Lear
Selections from Hiawatha.....	H. W. Longfellow
A Visit from St. Nicholas.....	Moore
America.....	Samuel F. Smith
Where Go the Boats?.....	R. L. Stevenson
Sweet and Low.....	Tennyson

Grade IV

Psalm 23.....	Bible
Robert of Lincoln.....	Wm. Cullen Bryant
The Gladness of Nature.....	Wm. Cullen Bryant
The Mountain and the Squirrel.....	Ralph Waldo Emerson
Jack Frost.....	Hannah F. Gould
October's Bright Blue Weather.....	Helen Hunt Jackson
Village Blacksmith.....	H. W. Longfellow
The Arrow and the Song.....	H. W. Longfellow
The Children's Hour.....	H. W. Longfellow
The Fountain.....	Jas. R. Lowell
The First Snowfall.....	Jas. R. Lowell
The Brook.....	Tennyson
The Sandpiper.....	Celia Thaxter
Barefoot Boy.....	John G. Whittier

Grade V

Spring, from Pippa Passes.....	Robert Browning
Planting of the Apple Tree.....	Wm. Cullen Bryant
Today.....	Thos. Carlyle
Landing of the Pilgrim Fathers.....	Felicia Hemans
About Ben Adhem.....	Leigh Hunt
Down to Sleep.....	Helen Hunt Jackson
The Day is Done.....	H. W. Longfellow
Paul Revere's Ride.....	H. W. Longfellow
Heritage.....	Jas. R. Lowell
The Corn Song.....	John G. Whittier
The Daffodils.....	Wm. Wordsworth

Grade VI

The Flag Goes By.....	Henry Bennett
Old Ironsides.....	O. W. Holmes
The Builders.....	H. W. Longfellow
Columbus.....	Joaquin Miller
The Bugle Song.....	Tennyson

Grade VII

Concord Hymn.....	Ralph Waldo Emerson
The Blue and the Gray.....	Francis Finch
Charge of the Light Brigade.....	Tennyson

Grade VIII

To a Waterfowl.....	W. Cullen Bryant
The Last Leaf.....	O. W. Holmes
The Chambered Nautilus.....	O. W. Holmes
O Captain! My Captain.....	Walt Whitman

Type Lesson

Poem—Where Go The Boats.

Dark brown is the river,

Golden is the sand.

It flows along forever,

With trees on either hand.

Green leaves a-floating

Castles of the foam,

Boats of mine a-boating—

Where will all come home?

On past the river

And out past the mill.

Away down the valley.

Away down the hill.

Away down the river,

A hundred miles or more,

Other little children

Shall bring my boats ashore.

—Robert Louis Stevenson.

Method:

In class, recite the entire poem to the pupils, preceding the reading by something as follows: Now, children, I am going to recite a little poem for you. I want you to listen and each of you to tell me what pictures you see in the poem.

After getting the central thought of the poem deal with each stanza by asking a question similar to the above before reading.

The next reading should be preceded by a sufficient number of questions to enable the pupils to get all the details of the picture.

After such a study has been made of a verse let the pupil make drawings, cuttings, etc. to fully illustrate the poem. Have the children cut out boats with sails, fold them into boats with with a toothpick for a mast and paper for a sail. Put the colors in appropriate places. If more convenient or for variety, use the sand table to illustrate whole poem.

What Does Little Birdie Say?

What does little birdie say
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."

"Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer,
Then she flies away.

—Alfred Tennyson.

GRADE II**November**

The leaves are fading and falling,
The winds are rough and wild,
The birds have ceased their calling,
But let me tell you, my child,

Though day by day, as it closes,
Doth darker and colder grow,
The roots of the bright red roses
Will keep alive in the snow.

And when the winter is over,
The boughs will get new leaves,
The quail come back to the clover,
And the swallow back to the eaves.

The robin will wear on his bosom
A vest that is bright and new,
And the loveliest wayside blossom
Will shine with the sun and dew.

The leaves to-day are whirling,
The brooks are all dry and dumb,
But let me tell you, my darling,
The spring will be sure to come.

There must be rough, cold weather,
And winds and rains so wild;
Not all good things together
Come to us here, my child.

So, when some dear joy loses
Its beauteous summer glow,
Think how the roots of the roses
Are kept alive in the snow.

—Alice Cary.

GRADE II

How the Leaves Came Down

I'll tell you how the leaves came down,
The great Tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer stay;
Dear Father Tree, behold our grief.
'Tis such a very pleasant day
We do not want to go away."

So, just for one merry day
To the great Tree the leaflets clung,
Frolicked and danced and had their way.
Upon the autumn breezes swung,
Whispering all their sports among.

"Perhaps the great Tree will forget
And let us stay until the spring.
If we all beg and coax and fret."
But the great Tree did no such thing;
He smiled to hear their whispering.

"Come, children all, to bed," he cried;
And ere the leaves could urge their prayer
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bedclothes heaped upon her arm,
Should come to wrap them safe and warm.

The great bare Tree looked down and smiled.
"Good-night, dear little leaves," he said;
And from below each sleepy child
Replied "Good-night" and murmured,
"It is so nice to go to bed."

—Susan Coolidge.

GRADE II

Wynken, Blynken and Nod

Wynken, Blynken and Nod one night
Sailed off in a wooden shoe—
Sailed on a river of crystal light,
Into a sea of dew.

"Where are you going, and what do you wish?"
The old moon asked the three.
"We have come to fish for the herring fish
That live in this beautiful sea;
Nets of silver and gold have we!"
Said Wynken,
Blynken,
And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew.
The little stars were the herring fish
That lived in that beautiful sea—
"Now cast your nets wherever you wish—
Never afear'd are we;"
So cried the stars to the fisherman three:
Wynken,
Blynken,
And Nod.

All night long their nets they threw
To the stars in the twinkling foam;
Then down from the skies came the wooden shoe,
Bringing the fisherman home.
'Twas all so pretty a sail it seemed
As if it could not be,
And some folks thought 'twas a dream they dreamed
Of sailing that beautiful sea—
But I shall name you the fisherman three:
Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle-bed.
So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock in the misty sea,
Where the old shoe rocked the fisherman three:
Wynken,
Blynken,
And Nod.

—Eugene Field.

GRADE II

The Duel

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half-past twelve, and (what do you think!)
Nor one nor t'other had slept a wink!
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate
There was going to be a terrible spat.
(I wasn't there: I simply state
What was told to me by the Chinese plate!)

The gingham dog went "Bow-wow-wow!"
And the calico cat replied "Mee-ow!"
The air was littered, an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the chimney-place
Up with its hands before its face,
For it always dreaded a family row!
(Now mind: I'm only telling you
What the old Dutch clock declares is true!)

The Chinese plate looked very blue,
And wailed, "Oh, dear! what shall we do!"
But the gingham dog and the calico cat
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw—
And, oh! how the gingham and calico flew!
(Don't fancy I exaggerate—
I got my news from the Chinese plate!)

Next morning, where the two had sat,
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole that pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that!
(The old Dutch clock it told me so,
And that is how I came to know.)
—Eugene Field.

GRADE II

The Brown Thrush

There's a merry brown thrush sitting up in the tree,
He's singing to me! He's singing to me!
And what does he say, little girl, little boy?

"O, the world's running over with joy!
Don't you hear? Don't you see?
Hush! look! in my tree,
I'm as happy as happy can be!"

And the brown thrush keeps singing, "A nest do you see,
And five eggs hid by me in the juniper tree?
Don't meddle! don't touch! little girl, little boy,
Or the world will lose some of its joy!
Now I'm glad! now I'm free!
And I always shall be,
If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,
To you and to me, to you and to me,
And he sings all the day, little girl, little boy,
"Oh, the world's running over with joy!
But long it won't be,
Don't you know? Don't you see?
Unless we are as good as can be."
—Lucy Larcom.

GRADE II

The Bluebird

I know the song that bluebird is singing,
Out in the apple-tree where he is swinging.
Brave little fell w! The skies may be dreary,
Nothing cares for while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying,
Up in the apple-tree, swinging and swaying:

"Dear little blossoms, down under the snow,
You must be weary of winter, I know;
Hark! while I sing you a message of cheer,
Summer is coming and springtime is here!"

"Little white snowdrop, I pray you arise;
Bright yellow crocus, come, open your eyes;
Sweet little violets hid from the cold,
Put on your mantles of purple and gold;
Daffodils, daffodils! Say, do you hear?
Summer is coming, and springtime is here!"

—Mrs. Emily Huntington Miller.

GRADE II

The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing,
Ever a child can do!

Up in the air and over the wall
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside.

Till I look down on the garden green,
Down on the roof so brown.
Up in the air I go flying again,
Up in the air and down!

—Robert Louis Stevenson.

GRADE II

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into bed.

—Robert Louis Stevenson.

POEMS WRITTEN BY PUPILS IN ELEMENTARY SCHOOLS

It should not be expected that pupils will produce poetry of permanent value, but they can write verses that are satisfying to them, that give them a better conception of the meaning of poetry and it is certainly an exercise that should be encouraged in the schools. The following are a few illustrations of what children have done when given a little encouragement. Almost every teacher knows from experience what it means to desire to write poetry. Many of us were discouraged and punished for such behavior in the schools. The present attitude is entirely different; we encourage drawing, story writing and the writing of verses, for it is the best kind of language expression.

Allow pupils to write verses on suitable topics. It makes splendid occupation work for seat work. Encourage it in school and for home work.

GRADE II—Age 7—New York

Spring

The sun is bright, the sky is blue,
The robin sings his song to you,
The children dance and scamper and sing
To see that once more it is spring.

'Tis spring! 'Tis spring!
The cheery robins sing,
The flowers awake from their long winter sleep,
In the brooks, in the meadows the little fish leap.

GRADE III—Age 8—Iowa

My Wish

Since I've come away back east,
I'm lonesome as can be.
But I won't be so very long for I'm
going back you see.
I love the fields of wheat. And not the fields
corn. If ever I pass through here again,
I'll look at it with scorn.
I thought that while in the west
I would like the east the best.
But give me the two to pick from
And I will take the west.
I love my aunts and uncles.
And I love the baby still,
But if you give me a ticket,
I'll go back out there with a will.

GRADE IV—Age 10—Iowa

Home and Mother

I want to go home to mother,
To help spend Christmas day,
There we will all be together,
Happy, cheerful and gay.

GRADE V—Age 11—Iowa

Old Santa

Old Santa is a merry old chap,
He slips on the house like a very sly mouse
And down through the chimney
Into the house.

And all the children were fast asleep,
And none of them ever tried to peep,
He untied his pack and took out the toys;
For all the good little girls and boys.
Nice Santa,
Old Santa's a merry old chap
He always brings a nice big pack.

GRADE VI—Age 12—Iowa

Beware

Now little children you had better be good
And get your mother in some wood.
For Christmas day is very near
And Santa Claus will soon be here.

GRADE VIII

An Evening in the Forest

It is evening in the forest
And the song birds all are still,
Tho' you hear the plaintive calling
Of the lonely whip-poor-will.

The blue mist rises slowly
From behind the towering trees,
And through the evening quiet
There comes a gentle breeze.

The slender crescent moon,
Gleaming through the pine tops high,
Sheds its faintly golden moonbeams
Down a pathway from the sky.

The golden stars are twinkling,
Each leaflet close is furled,
And the stream is softly murmuring
A goodnight to the world.

Clay Modeling

Clay modeling probably gives the child more pleasure than any other hand work because of its great plasticity, but it also is excellent as finger and hand training and constructive imagination. It furnishes excellent individual seat work after appropriate instruction has been given. The material results may seem small but the powers of imagination, of keener observation, and sense training are surely developed if good forms are made.

Get good clay flour or plasticine, five pounds of either being sufficient for a class of twelve pupils. Keep the clay in individual glass jars to avoid drying and also for convenience in assigning individual seat work. Use an oilcloth twelve to fifteen inches square or a good smooth board so as to protect the desks. After using the clay the pupil should wrap his clay in a wet cloth and place in his jar.

Fruits, animals, vegetables, leaves, etc., may be made correlating same with language, nature study, reading, etc.

In connection with sand table illustrations use clay modeling, paper cutting and paper folding, many stories and poems may be richly illustrated by combining these various ways of illustration.

Most modeling should be done with the subject before the pupils, but the imagination is cultivated in illustrating mental pictures of stories, history, etc.

Weaving

The desire to weave and the pleasure derived are natural because weaving is one of the oldest industries of the race.

Weaving, like other forms of seat occupation work, trains and develops the hand. Weaving differs from many other forms of seatwork because one uses both hands and at the same time learns color and design or form and there is also opportunity for practice in number work in counting the strips in weaving. We teach weaving to encourage original designs and create a respect for skilled work.

Weaving furnishes excellent seatwork after the child has had some training in it, but his first lesson should be carefully directed. Care must be taken not to overdo the weaving work. To keep up the interest in this you will find it necessary to find new uses for the mats. Simply weaving will soon tire the child.

Bed clothes, floor rugs, mats, calendars, other designs, etc., may be made by weaving as well as much original work in color schemes.

Designing

Good points

1. Neatness
2. Simplicity

Things to be avoided

1. Equal spaces
2. Filling all spaces
3. Scattered design
4. Fussiness

In connection with weaving the children might copy and memorize the following weaving song.

Over one and under one and over once again,
Under one and over one and still you do the same.
Hey weaver, ho weaver,
Come and weave with me,
You'll scarcely find a happier band
In all this world than we.

Raffia, Reed, and Rug weaving are all profitable lines of occupation if well directed and properly motivated. Motivate his seat work as well as class work by making real situations, where individuals will be doing something for a particular purpose or an immediate use. Vary his work to make it vitally interesting.

Woodwork and sewing among the older pupils may answer the same purpose to some extent as ordinary seat occupation and should be handled in the same way. The shop work should correlate with the arithmetic, agriculture, physiology, geography, etc. It may also prove very profitable to allow the weaving, cutting, sewing, manual training, etc. to be used as seat work to correlate and motivate subject matter of the regular classes.

Children may furnish a room. Weave the rug for the floor, several smaller rugs, and the bedspread may be designed this way.

Picture Study

One of the subjects very much neglected in our public schools is that of art, particularly the study of famous pictures.

Picture study should not only be given that pupils may know great artists and their pictures, but also because every normally developed child should be taught to appreciate and love the beauty in nature.

Many people make an attempt to teach picture study but never follow any definite plan. The ability to study and interpret a beautiful piece of art is only acquired through well directed study. As a preparation for the study of famous pictures, well directed questions to cause careful observation and thought regarding the picture are necessary. Each picture contains beauty of form, beauty of color, and beauty of use.

Picture study is a delightful recreation in school if the study is presented so that it appeals to the children. The following suggestions will prove helpful:

1. Choose simple pictures of subjects which the children can understand and which appeal to their own experiences.
2. Remember that pictures representing action are of greater interest to children than those which represent repose.
3. The picture should be large enough to enable the objects represented to be easily seen.

4. The pictures should possess artistic merit as to both form and color.

5. When the picture is first placed before the children give a brief description of it.

6. During the study, call attention to and ask questions about only those features which the children can understand and enjoy.

7. Do not attempt to complete analysis.

8. Do not moralize. If the picture has a moral the children will find it.

9. Give a brief and interesting sketch of the artist, calling attention to one or two of his other works.

Before the teacher should attempt to teach any picture it should have been thoroughly studied by her. The source, setting, arrangement, center of interest, and motive of the artist should be known by the teacher before she should attempt teaching a great picture. The following questions are given as a suggestion for study:



The above picture is Millet's Gleaners, one of the most famous of pictures.

Questions

What are these women doing?

What is meant by gleaning?

What do you see going on in the distance?

What season is it?

What time of day is it?

What makes you think so?
Are all of the three women the same age?
What makes you think not?
Which is the youngest? Oldest?
Give your reasons for thinking so.
Are they tired or not? Weary? Contented?
Give your reasons for answers.
Are these women rich or poor?
Why do you think so?
Do they belong to the family in this farm home?
How much grain have they gathered?
How much have the men gathered?
How do the men gather their grain?
How do the women gather theirs?
Which part of the picture is the most interesting?
Give your reasons.
What thought did the artist try to bring out in this picture?
Did he succeed?
Do you admire the women? Why?
Where did the custom of gleaning originate?

Other questions may suggest themselves but these will give an idea of a proper method of picture study.

Many pictures of similar prominence should be studied. Pictures of animals, pets, etc., should be taught, not only for the appreciation of art, but for their effect on the child.

Picture study may be used as a fine aid to language work, but in every case the studies should be simple enough for grade and should be worthy of study. Picture study may be made most interesting seatwork when correlated with language, drawing, etc.

Following are good pictures. Booklets may be made including studies of pictures and artists.

Picture Study

Mount small pictures and number them. Write words, phrases, and sentences describing each and enclose them in large envelopes with picture which they are to describe.

Give each child an envelope, instructing him to use the words, phrases and sentences in making a description of the picture. These descriptions might be read and criticized for a language lesson.

Miscellaneous Suggestions for Seat Work by Seasons

Fall—

1. Cut free hand what they did during summer vacation.
2. Have children bring material for drawing such as leaves, rose hips, flowers, and vegetables.

3. Make daisies on their desks with colored sticks. After they have made these, then follow the idea by making the same on paper with crayolas. The petals, center, stem and leaves cut separately from colored construction paper and mounted on gray paper make neat posters to take home.
4. Clay work—mould vegetables. Also cut vegetables free hand and mount them in baskets.
5. Cut post cards or pictures and let children put them together.
6. String corn for beads.
7. Use ideas from Fair—using shoe boxes for booths.
Make
 - 1 Flower booth.
 - 2 School exhibit.
 - 3 Vegetable booth.
 - 4 Fancy work.
 - 5 Machinery.
8. Hallowe'en work.
 - 1 Cut pumpkins and color.
 - 2 Cut pumpkin faces and color.
 - 3 Cut cats of black paper and mount on a fence.
 - 4 Cut bats and witches.
9. Thanksgiving.
Cut turkey, goose, duck, pumpkin, pilgrims. Make community poster from best cuttings.
10. Draw landscapes, blue sky, green grass. Vary by making hills, trees, sunsets, etc.
11. Cut birds flying.
12. Cut wigwam and canoes.
13. Cut Indian dress and draw designs on it with crayons.

Winter—

1. Tear snow flakes, snow balls and evergreen trees.
2. Use sticks to show action, such as children sliding down hill, children skating, etc.
3. Cut and color what they would like for Christmas.
4. Make town of Bethlehem on the sand table.
5. Model clay toys.
6. Make winter landscapes.
7. Cut snow men and mount.
8. Cut sleds.
9. Cut pictures from magazines and arrange rooms.
10. Draw sign post covered with snow.
11. Cut Eskimo scene—icebergs tinted with blue, Eskimo huts, sleds, dogs and Eskimo. Make into poster.

12. In February make flags, soldiers, tents, Washington hats, hatchets, etc.

Spring—

1. Cut rabbits, chickens, tulips, windmills, clothes hanging on line, tools used in the garden, etc.
2. Make marble bags out of striped or checked material.
3. Mould marbles from clay, let dry, then paint with water color.
4. Mould flower pots from clay. Then plant seeds.
5. Give hektographed short stories and have children underline the words they know.
6. Cut birds and fowls.
7. Cut flowers free hand, then color.
8. Clay modeling, make furniture they have in their homes. Model stories from reading.
9. Use sticks in laying spring flowers.
10. Use sticks for making houses, barns, etc.
11. Give children cards with the names of the days of the week on them. Arrange in order. Do the same with months of the year.

Write Sentences Using These Words Correctly

accede	beet	fair
exceed	blue	fare
accept	blew	feet
except	boor	feat
advice	boar	flour
advise	Boer	flower
all	bore	for
awl	choir	fore
ate	quire	four
eight	cord	foul
aunt	chord	fowl
ant	cored	fur
bale	counsel	fir
bail	council	great
bare	course	grate
bear	coarse	Greece
base	did	grease
bass	done	hair
bawl	draft	hare
ball	draught	hale
be	drought	hail
bee	either	hall
beat	neither	haul

hart	pause	sew
heart	peace	sow
here	piece	so
hear	peas	soar
knew	(or pease)	sore
new	peak	sower
h'not	peek	sole
not	peat	soul
know	peel	sum
no	picture	some
laid	pitcher	son
lay	o'er	sun
lied	peer	their
lain	plain	there
laid	plane	those
lied	poll	them
lair	pole	threw
layer	Pole	through
lay	pours	tide
lie	pores	tied
lose	practise	time
loose	practice	thyme
made	rain	to
maid	reign	too
mane	rein	two
main	real	tow
Maine	reel	toe
mean	red	vane
mien	read	vein
mood	right	vain
mode	write	very
off	road	vary
of	rode	way
one	rowed	weigh
won	root	weak
or	route	week
ore	rows	whole
oar	rose	hole
o'er	saw	wile
our	seen	while
hour	scene	wring
pair	see	ring
pare	sea	wrote
pear	seem	written
pane	seam	you
pain	sent	vew
paws	scent	owe

Stories for Reproduction

Note: Read story to class and then have each member rewrite the story as it appeals to him. It is not the intention to have the story reproduced exactly. It may be changed to suit the pupil's imagination. Thus you will have different stories and those having the best should be permitted to read them to the class.

A DAY OF EXCITEMENT

Tom and Charley started early one spring morning to go fishing in Gravel Creek which was in Mr. Bradley's pasture, about two miles from their village home. At the pasture gate they met Mr. Bradley's two little boys who followed them to the creek.

Have pupils finish the story.

The Little Patriot

Big Brother goes to school. On Washington's birthday they had a program and Mamma and Little Brother visited school.

The teachers gave Little Brother a small flag. One of the exercises on the program was a flag drill and when Little Brother saw the boys and girls waving the flags he waved his flag and cried "ooh ooh!" just as loud as he could.

The children all laughed and the teacher said, "We have a little patriot in school today."

The Little Soldier

Helen and Harry were playing in the yard one warm spring day when they saw two robins building a nest in a tree. They watched the birds getting some small sticks and bits of dry grass for the nest.

"See," said Harry, "the largest robin has only one foot."

"Poor robin," said Helen, "I wonder what happened to him."

"He must have been a soldier," answered Harry, "and got wounded in a battle." Then they both laughed, but they felt sorry for him. The robins stayed all summer long and whenever Helen or Harry saw the crippled bird they always called out, "Hello, soldier!"

One day the next spring Harry came running into the house shouting, "Helen, Helen, soldier is back!"

The Sparrow's Christmas

It was Christmas morning. Robert, Mary and little Katie were looking out of the window. Santa Claus had left toys, books and dolls, candy, nuts and sweetcakes, and all were very happy.

Mary said, "I like Christmas. I am so happy I would like to share my happiness with someone else."

A sparrow flew to the window sill. "O, see the pretty birdie," cried little Katie, clapping her hands. Then another sparrow came and perched on the window sill.

"Let us feed the birds some of our sweetcakes," said Robert. They raised the window and threw out some crumbs. The sparrows were frightened and flew away, but soon came back and pecked at the crumbs until they were all gone. Then they looked up at the window as though they were trying to say, "thank you."

Little Katie clapped her hands again and Mary said, "We are sharing our Christmas happiness."

Freddie's Birthday Gift

On Freddie's seventh birthday his father gave him a black pony with a brown saddle and a red bridle. The pony's name was Ned. Father put the saddle and bridle on Ned and then said that Freddie might have a ride. He was just a little afraid at first, but soon he wasn't afraid to ride the pony fast.

Freddie took his sister riding and let his little friends ride too. Once when Freddie was going to get on the pony it lay down and wouldn't get up. He called his mother and said he thought the pony was sick. His mother thought that the pony had been ridden enough for one day and had lain down to rest.

Freddie didn't know that ponies ever got tired, but his mother told him that they got tired just like he did. After that Freddie was very good to Ned and remembered not to ride him too far.

Harold's Visit in the Country

Harold was visiting his grandpa who lives in the country. His grandpa had a large clover field and Harold liked nothing better than walking through the field picking the pink and red blossoms.

While picking blossoms he saw some bumble bees. He called them pretty birdies and wanted to catch one but his grandpa told him that if he did the bee would hurt him.

Harold couldn't understand how such a small thing as a bee could hurt him and when his grandpa wasn't looking he caught one, but let it go immediately. Crying with pain he said, "Grandpa, birdie bit me."

Harry Goes to the Fair

Harry's father told him that he would take him to the fair. Harry had never been to a fair and he wondered what it was like. His father told him that he would see horses and cattle and sheep and chickens and a great many other things that people brought.

Harry had a pet hen. He wanted to take it to the fair. His father told him he could, and everyone said that Harry's hen was the nicest one at the fair. When the prizes were given Harry got a prize and a blue ribbon for bringing the nicest hen. What do you suppose the prize was? It was a dollar. Harry is keeping the money to buy his mother a birthday present, but he won't tell anyone what he is going to buy.

Roy and Eddie

Roy is five years older than his brother Eddie. He likes his brother very much, but sometimes teases him by taking away his playthings. Eddie is not old enough to get his playthings when Roy takes them away and he can't do anything but cry.

One time, to punish him for teasing Eddie, mother told Roy that he would have to stay in a dark room for half an hour. While in the dark room he went to sleep and he dreamed that he was in fairy land. He dreamed that there was a mountain of ice cream in front of him and just as he was going to take some a fairy carried it away. He followed and again just as he was going to take some of the ice cream the fairy carried it away. He began to cry, then he saw a mountain of candy. He thought he would take a piece but when he put out his hand and almost touched a big chocolate drop a fairy carried away the candy.

Then Roy awoke and came out of the dark room. Eddie was trying to reach a ball that had rolled away from him. Roy didn't say anything but got the ball and gave it to his brother. Can you tell why?

Getting Ready For Winter

Jimmie lived on a farm. He helped his father and mother get ready for winter. He went to the woods nearby and gathered some nuts. While he was gathering nuts he played that he was a squirrel.

Then he helped his father pick red, juicy apples and put them away in the cellar. He tried to carry some pumpkins from the garden but they were too heavy for him so he rolled them to the cellar door and left them for his father to carry down. He wanted pumpkins for his mother to make pumpkin pies. He went to the field and helped his father get the big yellow ears of corn to feed the horses and cows when there was no grass for them to eat.

One night it got cold and snowed. Then Jimmie was glad he had helped to get ready for winter. All winter long he had nuts to eat, and red juicy apples, and pumpkin pies, and a great many other good things.

Gretchen's New Skates

Holland is a beautiful land with its many dikes, windmills, and canals. Gretchen is a little girl who lives in this beautiful land. Her parents are poor and she doesn't have so many nice things as other little girls who live near her home.

Because of the many canals which are frozen over in the winter time all the boys and girls and most of the men and women have skates. They skate everywhere; men skate to their work, women go shopping on skates, while boys and girls skate to school.

Some have fine steel skates, but Gretchen's were made of wood. Her father was too poor to buy any better. Gretchen wanted some steel skates but didn't know how to get them. One day she was going to the village on an errand for her mother. She was skating along the canal when she saw a woman ahead of her fall on the ice and hurried to help her up. The woman was hurt so badly that Gretchen had to help her home. After reaching her home the woman said, "You are a kind, good girl. What can I do for you?" Then she saw Gretchen's wooden skates, and knowing that all boys and girls have steel skates if they can get them she gave Gretchen some money for a pair of new steel skates. Gretchen was so happy she almost forgot her errand.

A Holland Christmas

In Holland the people wear wooden shoes. The boys and girls play with theirs as well as wearing them. The boys use theirs for boats and the girls put their dolls to bed in their shoes. Sometimes they use their shoes for baskets, but the queerest thing of all is what they do on Christmas Eve.

The boys and girls in Holland believe that Santa Claus drives a white horse instead of reindeer, and that the horse must be fed or they will not get any Christmas gifts. They set their wooden shoes near the fireplace and in the shoes they put carrots and hay for Santa's horse. They are always pleased the next morning to find that the food has disappeared.

Last Christmas Gretchen filled both of her shoes with hay and carrots and put them by the fireplace. Do you think that Santa remembered her?

Christmas in Norway

Norso is a ten-year-old boy. His sister, Karen, is a little younger. They live on a farm in Norway. They like the summer time, but they like the winter best for Christmas comes

then. Instead of only one day for feasting and pleasure Norso and Karen have thirteen days.

Karen helps her mother cook and bake for the Christmas feasts and Norso helps his father feed their horses and cows and sheep. In Norway even the animals are fed more at Christmas time.

The day before Christmas a sheaf of grain is tied to the top of a tall pole so that the birds can have a Christmas feast too. Norso's father had always tied the sheaf on the pole, but last Christmas he let Norso do it, and Norso enjoyed that Christmas better than any other because he had helped to make his bird friends happy.

How the Indian Boy Got His Name

Blackbird was an Indian boy. Isn't that a queer name? Would you like to know how he got it?

Indian boys and girls are not named like white children. Often they do not have a name until they are five or six years old, and sometimes older, but Blackbird was named when he was just a baby or pappoose as the Indians call their babies.

One day his mother put him in a little cradle made of a board and birch bark and hung the cradle on the limb of a tree. She left him a long time and when she came to get him a blackbird was perched on the cradle. The baby was contentedly watching the bird and when the bird flew away he began to cry. The next day the mother hung the baby's cradle on the same limb. The blackbird came again and perched on the cradle.

The mother said, "Pappoose make friends with blackbird," and after that the boy was called Blackbird.

Blackbird Shoots a Deer

When Blackbird was about eight years old his father gave him a bow and some arrows. It was a small bow and the arrows were small. His father told him that when he could shoot with the small bow he would give him a larger one.

Blackbird used his bow every day and could finally shoot so good that his father was much pleased and gave him a larger bow. Then Blackbird was happy and went into the woods to see what he could shoot. He saw a deer. He had never before shot anything larger than a squirrel, but he thought he would try to shoot the deer. He raised the bow and quickly fired an arrow which struck the deer and it fell to the ground. Blackbird ran to the deer, but it was so large he couldn't move it so he ran and called his father. When his father saw the large deer that Blackbird had killed he was very proud of his son, and told all the men of the village about it while Blackbird's mother cooked some of the meat for dinner.

Blackbird Makes New Arrows

When Blackbird learned to shoot well with the big bow his father said he would teach him how to make arrows.

Late in the fall, when the leaves were falling from the trees, he took Blackbird into the woods. He showed him how to cut straight strong sticks about as large as Blackbird's largest finger. These sticks were about two and one-half feet in length and were tied in bundles each containing twenty sticks. The bundles were wrapped tightly with strings of rawhide made from a buffalo's skin to keep them straight, and were carried home. They were then hung up over the fire in the tepee to be smoked and dried for several weeks.

After the sticks were dry Blackbird took them down, unwrapped them and scraped off all the bark. Then the sticks were cut the same length, and they were not the same length as his father's arrows for every Indian wants arrows different from any other. The next thing that Blackbird did was to cut a notch in one end of the stick for the bow string, then taper the stick, and on the opposite end he fastened a heart shaped arrow head made of stone. Then he painted the arrows green and yellow and on each arrow he painted a design in black the shape of a bird's bill so his arrows could be told from those of any other Indian.

It took Blackbird a whole day to make an arrow, but by the time the warm sun of spring had melted the snows he had a great many fine arrows. His father said there weren't any better arrows in the entire village.

On the Big Hunt

Blackbird had never taken part in the big hunts, but the next fall when the Indians hunted buffalo to get a supply of meat for the winter he went along.

They rode for two days away from the Indian village before they found any buffalo. On the evening of the second day they saw a few small herds and thought that a large herd must be near. Great preparations were made for the next day's hunt. The men were out early, but not too early for Blackbird.

Three warriors were sent out in different directions to look for the buffalo and soon one returned with the word that a large herd was near. This caused great excitement. The hunters, each on his favorite horse, rode rapidly and when they came in sight of the buffalo the horses became as much excited as the men. They had been trained to hunt and needed no guiding. The buffalo took fright and ran, but the horses could run faster. When the hunters got close enough they shot their arrows from their strong bows and as soon as one buffalo was killed the hunter would start after another until the herd was scattered.

Each hunter could tell which buffalo he killed by the peculiar marks on his arrow. The largest buffalo was killed with arrows that were painted green and yellow with a black design the shape of a bird's bill. Blackbird knew and every other hunter knew whose arrow had killed that buffalo and he was very happy. When the hunters returned to the village with many pack horses loaded with meat they made Blackbird ride ahead to show that he had won the highest honor during the hunt.

Where Olive Found Her Ribbon

Olive got a new hair ribbon and wanted to put it on right away. Her mamma told her she might wear it a little while if she would be real careful. Olive promised to be careful and only wear it a few minutes.

After Olive had the new ribbon tied in her hair she went out into the yard to play, and forgot all about the ribbon. When she went into the house again the ribbon was gone. She went back and looked everywhere in the yard but she couldn't find it.

One day it rained and the wind blew so hard that it blew a bird's nest out of a tree. After the rain Olive went out to look at the nest, and, what do you think, there was her ribbon. A little bird had found it and had lined its nest with it.

The ribbon was faded and no longer pretty, but Olive was glad to find it and carried the nest with its queer lining to show her mother.

Ralph and Rover

Ralph has a dog which he has named Rover. Ralph and Rover have fun playing together. They run through the fields and in the woods. Sometimes they play ball. Ralph throws the ball as far as he can and Rover runs after it, bringing it back in his mouth. Sometimes Ralph holds a stick and Rover jumps over it. He barks with delight. He thinks it great fun to jump.

One day Rover was waiting for Ralph to come out and play, but Ralph didn't come. Rover barked and whined. He was calling to his playmate. But Ralph was sick and he couldn't go out to play for many days. Rover didn't run through the fields and woods. He walked around slowly looking for Ralph. At last Ralph was well. He went out doors. The sun was shining brightly. He called Rover. Rover came jumping and barking with delight. He was glad to see his playmate again.

Rover Rescues Ralph

One day Ralph and Rover came to a river that flows through the woods. Ralph threw a stick into the water. Rover jumped in and brought it back. Ralph threw in another. Rover jumped in and got that too. He liked the water, and thought it fun to bring back the sticks in his mouth.

Ralph got close to the water's edge. He tried to throw a stick across the river. Instead his foot slipped and he fell. He went down into the water. Then he felt something tugging at his collar and he was dragged out of the water. Rover had rescued him. Ralph didn't like the water but he liked Rover better than ever after that and when he told his papa and mamma about it they patted Rover on the head and said, "Good Dog," and gave him some sweet milk for his supper.

Rover Likes to Coast

Ralph got a new sled for Christmas. He and Rover went out to play. Ralph pulled the sled and Rover ran beside him. Ralph coasted down a steep hill while Rover ran after him just as fast as he could go. Ralph thought he would have Rover pull him up the hill so he made a harness with rope and hitched Rover to the sled. Rover didn't mind that in the least. He ran all the way up the hill.

One time after Ralph had gotten on his sled Rover jumped on behind and they both coasted down the hill. After that Rover coasted down every time. Don't you think it is funny for a dog to coast?

The Spring Snow

Very early one spring a pair of robins came from the Southland where they had been all winter long. The days were nice and warm. The sun was shining brightly. Mr. South Wind was making the green shoots spring up in the grass and if you had looked real closely you could have seen buds on the trees. Every morning the robins heard a chickadee chirping.

Surely spring had come. But one night Mr. North Wind came back for a last visit and the next morning it began to snow. The robins didn't hear the chickadee. "The chickadee doesn't like the snow," they thought, and they didn't like it either. It made their feathers wet, and it was cold. They wanted to find a place away from the snow, but there didn't seem to be such a place around. Then one of the robins saw some thick gooseberry bushes. He peeked under and there was Mr. Chickadee, all snug and warm. The bushes were so thick that no snow could get through.

"Good morning, Mr. Chickadee," said the robin.

"Good morning, Mr. Robin."

"You look nice and warm. Is this where you live?"

"Yes, I have lived here all winter. Won't you come in out of the snow?"

Mr. Robin called to his mate and when his mate came they hopped into Mr. Chickadee's home under the bushes and there they stayed until the snow quit falling and the sun was shining warm again. Then they thanked Mr. Chickadee for his kindness and flew back to the tree where they were going to build a nest.

The Wren's Queer Nest

Out in Farmer Brown's workshop hung an old coat which he did not wear very often. One day a wren was looking for a place to build a nest. It saw a window open and flew into the shop and then it saw the old coat and a pocket in it. "Just the place for a nest," thought the wren. So it made a nest in the pocket and laid some eggs. By and by the eggs hatched and there were three little wrens for the mother bird to feed. She fed them well and they grew fast.

One day it was raining, and Farmer Brown wanted his old coat. He went into the shop and put it on. The mother wren flew out of the pocket and flew around him calling to her young ones. At first Farmer Brown couldn't understand what the wren wanted. He thought he heard something in one pocket. He looked in and there were the three young wrens. Then he knew why the mother bird was so excited. "Little bird," he said, "I'll not take your nest." Then he took off the coat, hung it up where it was before, and didn't touch it again until the young wrens were large enough to fly away.

Koolilook, the Eskimo Boy

Koolilook lives in the far Northland. He is an Eskimo boy. In the summer time he lives in a tent made of reindeer skins, and in the winter time in a house made of ice and snow.

Koolilook has never tasted candy. He wouldn't know what it was if he saw it. Instead of candy he has pieces of tallow and bowls of grease to eat. He likes that as well as we do our candy.

Koolilook's father has a big sled which is pulled by six dogs. He gave Koolilook a small sled and a dog. He taught him how to hitch the dog to the sled and now Koolilook goes out for long rides. His mother made a robe for him. She made it of a polar bear skin and he never gets cold. Koolilook likes to drive his dog hitched to the sled, but he wishes he was a big man so he could have a large sled and a team of dogs like his father.

Curious Puss

Puss was a very curious cat. She was always trying to find out about everything. She looked everywhere and wanted to put her paw on everything she saw. Her mistress often told her that her curiosity would get her into trouble.

One day puss saw something bright. It shone like silver and was just the color of silver. Puss thought it was pretty. She went up close and touched it with her paw. Snap it went, and puss's paw was caught in a new steel trap her mistress had set for a rat.

Puss cried out in pain and her mistress came running to see what was the matter. When her mistress saw puss she said, "I told you that you would get into trouble."

Bunny's Escape

Bunny White Tail woke from a long sleep. He was hungry. Stretching himself and rubbing the sleep out of his eyes he crept to the door of his home at the foot of an apple tree in Farmer Long's orchard. He put his head out of the doorway real slowly and looked around to see whether everything was all right. It was snowing.

"This is no time to look for anything to eat," thought Bunny White Tail and crept back again into the farthest corner of his home to wait until it quit snowing. Bunny never did like to get out while it was snowing. The snow always settled down in his long fur and made him feel uncomfortable.

After awhile Bunny went to sleep again. He didn't know how long he slept but when he awoke he was hungrier than ever. He went to the door of his home and peeped out. It was still snowing and it was daytime as well. Two reasons why he shouldn't go out. Bunny doesn't mind the daylight during the summer, but when it is winter he seldom ventures out except at night, unless he thinks it is going to snow and he wants to get something to eat before.

Bunny waited again. It seemed ever so long. Then he sniffed the air. He didn't believe it was snowing so he crept up to the door once more. The door was almost covered with snow. He pushed it away with his nose and looked out. Sure enough it had quit snowing and it was night. Bunny stood quite still until his eyes became accustomed to the snow and he could see well, then he hopped out. The snow was cold on his feet but he didn't mind that. He skipped around in sheer delight. The crisp, cold air made him want to hop and how he did hop and jump. He forgot all about being hungry until he became tired of his play then he started off on a search for something to eat.

After looking all around Bunny found some sweet corn in Farmer Long's garden. Farmer Long had let it get ripe for seed, but Bunny didn't ask himself whether anyone wanted it or not. He always did like sweet corn when he could find it, which was not very often, and he ate until he was satisfied. Then he scampered off across the meadow and went back to his home another way.

Bunny slept most of the next day, but when night came he was real hungry and thought of the fun he would have eating sweet corn in Farmer Long's garden. He didn't even stop to play but hopped right straight over into the garden to get some corn. He couldn't find any. Someone had picked the corn and didn't leave so much as one small ear. O, but Bunny was disappointed. He had thought he was going to feast on sweet corn and he couldn't find a bit.

Seeing a box in the garden that he didn't remember having seen the night before he hopped over to take a closer look at it. The box was propped up on one end, and, what do you

think, there was a big ear of sweet corn under the box fastened on a stick, just like it might have been put there so it would be handy for him. When Bunny saw that ear of corn he forgot all about how disappointed he had been such a little while before. He began to nibble at the corn when, crash, all at once the box fell over and he was under it. My, he was scared. He didn't know what he was going to do.

Bunny White Tail had been frightened before but never so much as then. He didn't eat any more corn after the box fell down. He didn't think about the corn after that. He didn't think of a thing except how he might get out. He tried every corner and side of the box but there was no opening anywhere. He tried to dig under the box but the ground was frozen and he couldn't. At last he thought he would break the side of the box by jumping against it, but try as he would he couldn't do anything but hurt himself. He had heard of other rabbits being caught in traps and he thought that he had surely gotten into a trap himself.

He had tried every possible means of getting out, but it did no good so at last he sat down and waited. There was nothing else that he could do. He waited a long time. Finally he heard a noise near the box and his heart thumped. Two eyes peeped at him through a crack in the box; then he heard Willie Long call, "Sister, I caught a rabbit." Sister came running and she and Willie talked about what a good dinner they would have. Bunny was more scared than before. He was so scared that he didn't move at all, but sat perfectly still even when Willie raised a corner of the box, slipped in his hand and caught him by the back of the neck. Willie pulled Bunny out from under the box, and Bunny began to jump and squeal but he couldn't get away. Willie and sister started toward the house talking about what a fine pot-pie Bunny would make. Willie wasn't looking where he was walking and caught his foot in a hoop which he had rolled into the garden one day and didn't pick up. This tripped him and as he fell he threw out his hands and let go of Bunny.

Bunny jumped and without looking around or hesitating an instant ran just as fast as he could go and tumbled into the door of his home all out of breath. And he never visited Farmer Long's garden again that winter.

The Squirrel's Winter Home

It was autumn. Bushy-tail Timber Squirrel had been playing all summer long, with no thought of what he would have to eat from one day to the next. When the leaves turned from green to brown and the nuts on the trees began to fall he knew it was time to prepare for winter.

The winter before he had lived in a large hollow log and he went to see whether the log was suitable for his home another winter. He soon found it and as it was unoccupied ¹

went in and took possession. He carried in some leaves to make it nice and warm and then at one end of the log he fixed a place for his winter's supply of food.

The nuts were ripe and he began gathering them. Near his log home were hazelnuts. He clambered over the hazel bushes and ripe nuts fell to the ground. Then he scampered down and picked each nut up separately and weighed it in his paws. If it seemed too light to be good he threw it away but if heavy he carried it into the log and put it away for winter. He was busy all day long and by night had a great many nuts. For three days he gathered hazelnuts and he decided that he had enough of those so he went to look for hickory nuts. He knew where there were some hickory trees but they were a long distance from his home. However, he couldn't find any nearer and without spending much time in idle search he began making the long trip to where the hickory nuts grew. He couldn't get many of these in a day though he scurried as rapidly as he could, and it was more than two weeks before he was satisfied.

One day he was going back to his home a different way than he had gone before and discovered an oak tree with some real large acorns. He didn't like acorns very well, though he did eat them when he couldn't get anything else, but these looked good. He put down his load of nuts and picked up an acorn, bit the shell off with his sharp teeth and tasted the meat. "That's fine," he thought, "I'll have to get some of those to eat this winter."

When he finished gathering hickory nuts he remembered the acorns and hurried away to get some. These grew near his home and it was not long until he had all he wanted. Then he sat down on the log, but soon he grew restless and to make the time pass quickly he jumped from his log to the limb of a tree then back to his log again. Suddenly he stopped and sat down on the log to think, and this is what he thought, "If I had a nice big ear of yellow corn it would be fine this winter. I believe I'll try to get one."

Suiting action to his thoughts he scampered away toward Farmer Long's corn field where big yellow ears of corn grew. He had no difficulty in finding the field but he couldn't pull an ear from the stalk nor shake it off so he used his teeth. Nothing could resist those sharp teeth and soon the ear of corn fell to the ground. Bushy-tail jumped down from the stalk and picked up the ear of corn with his teeth and front feet. It was such a large ear that he could hardly travel, but he managed to get along slowly. He hadn't gone far when Farmer Long's dog saw him and started in pursuit. There was no use in trying to carry the ear of corn and get away from the dog. There wasn't a tree near by so he dropped the corn and scurried away to safety. The dog soon lost track of him and Bushy-tail heard him barking on the other side of the field. Then

Bushy-tail found his ear of corn again and carried it to his home without further mishap, and to prove to himself that he wasn't afraid of Farmer Long's dog he went over to the corn field next day and got another ear.

A little while after Bushy-tail had gotten settled for the winter Farmer Long thought that he had better get some wood to burn. He went into the forest and cut some trees and then he saw Bushy-tail's log. "This is a hollow log," he thought, "But it is worth something." Bushy-tail didn't know that his home was in danger until he felt the log moving, then he rushed out chattering and scolding as fiercely as he could.

"O, ho," said Farmer Long, "this must be Bushy-tail's winter home. You needn't be so saucy about it though, Bushy-tail, I'll not take your home." He put the log back like he had found it and there Bushy-tail lived all winter with nothing to disturb him and with plenty to eat.

When Happy Meadowlark Was Sorry

Mrs. Meadowlark told her family one morning that it was time for them to go South for the winter.

"Why do you want to go South?" asked Little Happy, the cheeriest one in the whole family.

"It will soon get cold here while in the South it will be warm all the time. Then when winter is over we will come back again."

Happy Meadowlark wasn't very old. He had never lived through a winter and he didn't know what Mrs. Meadowlark was talking about. He was perfectly satisfied where he was. There was plenty of weed seed and grass seed to eat. It was nice and warm and he couldn't understand why his mother should want to leave such a pleasant place. He refused to go along, so Mrs. Meadowlark and the others left him all alone.

Happy was rather sorry to see them go but he didn't pretend that he cared. After they were gone he was lonesome though he sang as loud as he could. He didn't so much mind being alone after a few days and became quite contented again with plenty to eat and pleasant warm days.

But the warm days didn't last. One night it turned real cold. Happy shivered and wondered if that could be winter. He didn't like it. The next night it was colder and Happy shivered still more. Before morning it began to snow. Then Happy wished that he had gone South with Mrs. Meadowlark and the others, but it was too late. He was sorry that he hadn't listened to his mother, but being sorry didn't do any good.

When morning came he was stiff with cold and knew that he would freeze unless he found some shelter. The snow clung to his feathers and he was so cold that he could hardly fly, but finally he found a haystack in the corner of the meadow.

Scraping away a patch of snow he dug down into the hay and made a shelter for himself.

That was much better than being out in the meadow without any protection. When it quit snowing he flew out of his hurriedly made nest. Everything was covered with a white blanket. He was hungry but there was nothing to eat that he could see. He began scratching in the hay and found some plump clover seed. That was just what he wanted. He stayed in this home a long time and lived on clover seed. However, he didn't like the cold and it was very lonesome without any other birds around except a few sparrows. They were saucy little things and not very good company.

One day a man came and hauled away the stack of hay. Then Happy didn't know what he would do. He had no place to stay and nothing to eat. He flew around looking for shelter and came to a barn. In the barn were a great many cows. He remembered having seen the cows in the pasture the summer before but he didn't like to be so close to them. He flew out but it was so cold outside that he flew back again. At least it was warm and there seemed to be all he would ever want to eat.

A little later he was terribly frightened when a man came into the barn to feed the cows. He was so frightened that he left his warm shelter and flew back to the meadow. He found some tall weeds which protected him somewhat, but he shivered with the cold. He stayed there all night, then he ventured back to the barn. Two boys came to feed the cows that day and he wasn't quite so badly frightened as he had been before. One of the boys saw him, "O, Jack, see the meadowlark."

"That must be the one that father saw when he hauled in the stack of hay."

"It's queer he didn't go South for the winter."

"He must be hungry. What can we feed him?"

"I'll get some bread crumbs."

The boys threw some bread crumbs on a board. Happy watched them from where he was perched on the top of a post. He didn't know what they were putting on the board but it smelled like it was good to eat and when the boys were gone he flew down and pecked at the crumbs. They were good and he didn't stop eating until the crumbs were all gone.

After that the boys brought bread crumbs every day. With the crumbs and what he could find around the barn he didn't suffer from hunger, but he couldn't get over being afraid when anyone came to feed the cows, and whenever he flew out of the barn he got very cold. Sometimes it was cold in the barn. He was very, very sorry he hadn't gone South when Mrs. Meadowlark wanted him to go. He had plenty to eat, but it wasn't any fun suffering from the cold and being frightened every day.

After a time the cold weather was gone. The grass began to grow green in the meadow and Happy began again his cheery song. He flew down into the meadow and was as happy as could be. One day Mrs. Meadowlark and the others came back from the South and told him how much fun they had had while away and how pleasant everything had been. Happy didn't say anything, but the next fall when Mrs. Meadowlark said it was time to go South for the winter he was the first one ready to go.

Digger's Summer Experience

Digger, the Pocket Gopher, lives in Farmer Long's meadow. Now Farmer Long doesn't like him. Digger didn't know that for a long time, but he learned one summer that the farmer is his worst enemy.

Farmer Long doesn't like him because he digs holes in the meadow and shoves the dirt out in mounds that cover the grass. That is why he has been given his queer name. Digger eats the roots of plants that grow in the meadow. He also likes parsnips and carrots and potatoes, but it is seldom that he is so fortunate as to find any of these. The most of the time he must look for the small roots of the meadow plants and as it takes a great many for him he must keep digging.

One warm summer day Farmer Long was walking across his meadow. He saw where Digger had made a new mound of dirt, covering some of the nicest grass. Of course Digger didn't know he was killing the grass by making mounds. He didn't know that what he was doing was troubling any one, but Farmer Long was angry, and that was when the trouble began for Digger.

A little later Digger saw light shining into his home. Most animals have a doorway to their homes, but Digger doesn't. He never feels safe unless everything is dark. Whenever he wants to get out he digs out and when he goes back he fills the hole with moist dirt and packs it as solid as he can with his feet.

It doesn't matter where Digger may be in his home he can always tell when there is light coming in anywhere. It makes him nervous. He knows that something has been bothering around his home. He is a brave little fellow even though he does hide himself in the ground and whenever he sees that there is light coming in somewhere he immediately goes to see what is the matter. He never stops until he finds the place where the light is coming in and fills it with dirt.

On that summer day, after Farmer Long had discovered the new mound, when Digger got near to the place where the light was shining in he smelled something good. The nearer he got to the place the better it smelled. Then he saw three small pieces of parsnip. He hadn't had any parsnips for a long time and was glad when he saw those small pieces. He didn't ask

himself how they could have gotten there. He just tucked them away in a corner of his home and filled the opening that was letting in the light. Then he got the pieces of parsnip and began his feast.

If he had known that Farmer Long had put a little poison in each piece of parsnip he wouldn't have been so anxious. But he didn't know so he picked up one piece of parsnip and tasted it. It was good. He ate it in a hurry and picked up the next piece and ate that. Then he began to feel sick, and, O, how sick he was. He thought surely he would die, but he didn't. He got well after a time and he resolved that as long as he lived he would never eat anything that was dropped in his home. If he wanted anything to eat he would find it for himself.

Digger didn't make any mounds for several days. He had been too sick and Farmer Long thought that he had gotten the best of him. But Digger came out again one day and made a new mound. Farmer Long saw it and was angry. In a little while Digger saw that light was shining into his home. He found the place. It was right where he had made the last mound. He thought probably he hadn't filled the opening as well as he should. He dug some dirt loose from the side of his house and pushed it toward the opening that was letting in the light. Suddenly something went snap and caught him by a toe of one hind foot. He pulled but he was fast. It hurt and he wanted to get loose but he couldn't. Then he dug his front feet into the ground and pulled just as hard as he could. That hurt still worse but he kept right on pulling anyway and finally he pulled himself loose. His toe was sore. It hurt so bad that he could hardly walk, but he was afraid to stop working until he made his home dark and had the opening filled with well packed dirt.

He had learned that there were two things to avoid—traps and anything to eat that he didn't find himself. He became very cautious when he saw light shining in his home. If he saw any pieces of parsnip he picked them up carefully, carried them out into the grass and threw them away. If he saw a trap he just filled up a part of his home back of the trap and dug a new room in some other place. Of course he had to make a new mound then to get the dirt out of his new room and that always made Farmer Long angry.

Farmer Long tried every way he could think of to catch Digger, but he couldn't do it. Digger learned that the farmer is his enemy and learned how to keep out of his clutches. Digger is still living in the meadow and the last time I was there he had just made a new mound. I don't know if he needed a new room for his home or whether he had been digging for roots.

Gems of Thought and Verse

For Primary Teachers and Primary Pupils

Note: This collection is the effort of a primary teacher. They are numbered consecutively for convenience. Teacher might make a selection and write same on the board for pupils to copy for penmanship and to commit. Again, teacher might allow some pupil to make a selection for all. Again, teacher might allow each pupil to select for himself—or allow a committee of children to select. Of course, other gems of thought and verse may be gathered by teacher and pupils.

Rules for Happiness

1. Do something for someone every day.
2. Look at something beautiful every day.
3. Commit a beautiful thought to memory every day.

1

"Our lives are songs; God writes the words,
And we set them to music at pleasure;
And the song grows glad or sweet or sad,
As we choose to fashion the measure.
We must write the music, whatever the song,
Whatever its rhyme or meter,
And if it is sad, we can make it glad,
Or if sweet, we can make it sweeter."

—Selected.

2

"There are many who need the kind words we can give—
The aged, the poor, the distressed.
And the heart that is lavish in sharing its gifts,
Is the heart that is truly blest."

—Selected.

3

"We cannot change yesterday, that is clear,
Or begin on tomorrow until it is here;
So all that is left for you and for me
Is to make today as sweet as can be."

—Emma C. Dowd.

4

"Tiny threads make up the web,
Little acts make up life's span,
Would you ever happy be
Spin them rightly while you can.
When the thread is broken quite,
Too late then to spin aright."

—Selected.

5

"Not enjoyment and not sorrow,
Is our destined end or way,
But to act, that each tomorrow
Finds us farther than today."

—Longfellow.

6

"Little moments make an hour
Little thoughts, a book;
Little seeds, a tree or flower,
Water drops, a brook;
Little deeds of faith and love
Make a home for you above."

—Anon.

7

"The one who seeks for happiness
To crown his comrades all,
Is sure to find reward himself:
His crown, the best of all."

—T. Martin Towner.

8

"Humble we must be
If to Heaven we go:
High is the roof there
But the gate is low."

—Selected.

9

"Little deeds, like little seeds,
Grow and grow and grow;
Some are flowers and some are weeds,
Giving joy or woe.
Let us sow but happy deeds
Everywhere we go."

—Selected.

10

"Ask not how, but trust Him still,
Ask not when, but wait His will;
Simply on His word rely,
God shall all your need supply."
—Selected.

11

"If ever you are sory
For things that you say,
And wish to do better,
I'll tell you a way.
Whenever you are angry,
Pretend you are a bird,
And sing, just a little,
But don't say a word."
—Mary Ellerton.

12

"One rule to guide us in our life
Is always good and true;
'Tis do to others as you would
That they should do to you."
—Selected.

13

Prayer.

"Now before we work today
We will not forget to pray
To God who kept us through the night
And brought us to the morning light.

Help us, Lord, to love Thee more
Than we have ever done before,
In our work and in our play
Be Thou with us every day
For Jesus' sake. Amen."

—Selected.

14

"Sing a song of summer time,
Of days so bright and clear,
When sweet flowers scent the air
And songs of birds we hear.
Oh, we love the summer days,
The fairest of the year,
Welcome the happy days of summer."
—Laura Frost Armitage.

15

"Old Winter is a sturdy one
And lasting stuff he's made of.
His flesh is firm as iron stone—
There's nothing he's afraid of."
—Selected.

16

Seasons.
"Sing a song of seasons,
Something good in all;
Flowers in the summer,
Fires in the fall."
—Selected.

17

"Summer is gone, Autumn is here,
This is the harvest for all the year—
Corn in the crib, oats in the bin,
Wheat is all threshed, barley drawn in."
—Selected.

18

"All is bright and cheerful round us,
All above is soft and blue.
Spring at last hath come and found us;
Spring and all its pleasures, too.

Every flower is full of gladness,
Dew is bright and buds are gay;
Earth, with all its joy and madness,
Seems a happy place today."
—J. M. Neale.

19

"In Fall we have the chestnuts;
In Winter, snowballs white,
In Spring, we have strawberries,
In Summer, melons ripe."
—Maude M. Grant.

20

"Icicles and bicycles,
Why, a pretty rhyme,
Though one belongs to winter,
And one to summertime.
Bicycles and icicles,
They're almost merry mates.
For the boy who rides a wheel in June,
In January, skates."
—Anna Pratt.

21

"In cold and heat, in snow or rain,
Let's all be gay together;
And do our work the best we can,
Regardless of the weather."
—Virginia Baker.

22

"Whatever the weather may be, he says
Whatever the weather may be,
It's the songs ye sing and the smiles ye wear
That's a-makin' the sun shine everywhere."
—James Whitcomb Riley.

23

"When the oak comes before the ash,
You'll have a summer of wet and splash;
When the ash comes out before the oak,
You'll have a summer of dust and smoke."
—The King's Own.

24

"As sunshine and rain,
Pleasure and pain,
Each day on some must fall,
So the wise thing to do,
If we only knew,
Is to make the best of it all."
—Selected.

25

"I am so glad that our Father in Heaven
Shows us His love in the world He has given.
Springtime and harvest are all of His plan.
Oh, what a home He has given to man!"
—Annie Stevens Perkins.

26

"Winter skies and frosty air,
Winds that roughly blow;
Icy ponds and branches bare,
Many drifts of snow;
Rosy cheeks and stinging toes,
Fires bright and clear;
Every lad and lassie knows
January is here."
—Eleanor Cameron.

27

Months.

"January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes sharp and chill,
Shakes the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs
Sporting 'round their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings thunder-showers,
Apricots and gilly-flowers.

August brings the sheaves of corn;
Then the harvest home is borne.

Warm September brings the fruit,
Sportsmen then begin to shoot.

Brown October brings the pheasant;
Then to gather nuts is pleasant.

Dull November brings the blast.
Hark! the leaves are whirling fast.

Cold December brings the sleet,
Blazing fires and Christmas treat."

—Sara Coolidge.

28

"Hurrah for baby February!

He's coming with his teams
Of little Cupid horses

O'er a track of golden beams.
He has letters for each sweetheart
That ever loved another.

Whether it's his sister,
His father or his mother.

Hurrah for baby Valentine!"

—Selected

29

"I'm merry, breezy little March,
Dear children gathered here,
I hope you are all glad to greet
The third month of the year.

There's so much work for me to do,
Old Winter's stayed so long,
And I must blow him north again,
With breezes swift and strong.

Then I must melt the snow and ice,
And waken little Spring,
And from the warm and sunny South,
Must call the birds to sing."

—Selected.

30

"Sweet April trips adown the hill,
Leaving the slopes embroidered thick with flowers."
—Eleanor M. Jollie.

31

"May comes now with a sunny smile,
We've waited for her a long, long while;
This is the month when for deeds so brave
We lay sweet flowers on the soldier's grave."
—Selected.

32

"And what is so rare as a day in June?
Then, if ever, come perfect days.
Then Heaven tries the earth if it be in tune
And o'er it softly her warm ear lays."
—Lowell.

33

"July gives us a glorious holiday,
With rockets and flags and banners gay."
—Nellie Cameron.

34

In the garden, orchard, field,
Nature her rich gifts doth yield.
Our dear Father's loving hand
Gives these blessings to our land,
And to Him we give the praise
For these sweet September days."
—Emma C. Loehle.

35

"Through the soft October air
Nuts and leaves are falling;
In the woodland everywhere,
Boys and girls are calling."

—Eleanor Cameron.

36

"August brings us berries ripe and sweet,
They deck the gardens for our feet."

—Nellie Cameron.

37

"Welcome to the month November,
With its skies so gray,
For it comes to bring the gladness
Of Thanksgiving Day.
Let us all be truly grateful
For the blessings given,
They are sent as stirring tokens
Of the love of Heaven."

—Alice J. Cleator.

38

"December, oh December,
We know your laughing face,
And who that jolly fellow is
Who drives as such a pace.

The prancing deer, the jingling bells,
The sleigh with toys heaped high,
Proclaim to every child on earth
That dear St. Nick is nigh."

—Lizbeth B. Comins.

39

"Thirty days hath September,
April, June and November;
February has twenty-eight alone,
All the rest have thirty-one,
Excepting Leap Year—that's the time
When February has twenty-nine."

—Selected.

40

"Sneeze on Monday, sneeze for danger;
Sneeze on Tuesday, kiss a stranger;
Sneeze on Wednesday, sneeze for a letter;
Sneeze on Thursday, something better.
Sneeze on Friday, sneeze for sorrow;
Sneeze on Saturday, joy tomorrow."

—Selected.

41

"They that wash on Monday,
Have all the week to dry;
They that wash on Tuesday
Are not so much awry;
They that wash on Wednesday
Are little more to blame;
They that wash on Thursday
Wash for very shame;
They that wash on Friday
Must only wash for need;
They that wash on Saturday
Are lazy folks indeed."

—Selected.

42

"Solomon Grundy,
Born on Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday.
This is the end of Solomon Grundy."

—Selected.

43

"I work and wait the whole week through,
For Saturday and Sunday;
Then, while I wonder what to do,
They're gone, and it is Monday."

—Christopher Valentine.

44

"There's never a rose in all the world,
But makes some green spray sweeter;
There's never a wind in all the sky,
But makes some bird's wing fleetier;
There's never a star but brings to Heaven
Some silver radiance tender;
And never a rosy cloud but helps
To crown the sunset splendor;
No robin but may thrill some heart,
Its dawnlike gladness voicing,
God gives us all some glad, sweet way
To set the world rejoicing."

—C. S. Mount.

45

"For the beautiful flowers of self-less-ness,
'Tis God alone gives the seed;
They bloom in the heart that looks to Him
In every daily need."

—Selected.

46

"We are blessing the earth with our wealth of bloom;
We are lading the air with our rare perfume;
All things have their mission and God gives us ours—
And that is a part of the mission of flowers."

—Dart Fairthorne.

47

"A blaze of yellow glory,
The goldenrod's in bloom;
Like a knight of olden story
It flaunts a feathery plume."

—Fannie Montgomery.

48

"If the buttercups could sing,
What a pretty ting-a-ling
We could hear in summertime;
Could the daisies pipe a strain
It would be like falling rain,
Just a silvery theme.

If the violets knew an air
It would sound most like a prayer
On the seashell's theme;
If the wild rose sang a catch
Never would be heard its match,
Save in some sweet dream."

—Eleanor M. Jollie.

49

"Shy wild roses, sweet and pink
I wonder what are the thoughts you think;
Very sweet thoughts, that I know,
Because so fragantly you grow."

—Barbara Reid.

50

"Clover, clover, red and white,
Where the buzzing bees delight,
Nothing sweeter—the world over
Than my bed of nodding clover."

—Barbara Reid.

51

"Just listen, little blossom,
Until I tell you why
Such a wee and tiny flower
Is named the 'Day's-Eye.'

Because you're always shining bright
To greet us with a smile,
And, like the twinkling stars above,
You're winking all the while."

—Harriette Wilbur.

52

"Little pansy flowers,
Nodding in the sun,
How they lift their faces up
Laughing, every one."

—Harriette Wilbur.

53

When God made all the flowers,
He gave each one a name
And when the others all had gone
A little blue one came,
And said in trembling whisper:
'My name I have forgot.'
Then the good Father called her,
Forget-me-not."

—Harriette Wilbur.

54

"To be as fresh as a morning glory
Is as easy as can be:
For one just drinks the summer dew,
And becomes like it, you see."

—Harriette Wilbur.

55

"A good laugh is sunshine in the house."

—Thackeray.

56

"God's ways seem dark, but soon or late,
They touch the shining hills of day."

—Whittier

57

"His pine trees whisper, 'Trust and wait!'
His flowers are prophesying
That all we dread of change or fall
His love is underlying."

—Selected.

58

"To ease another's heartache is to forget one's own."
—Selected.

59

"This dear little goose of a girlie,
Who ever had notions like hers?
'If I lived in an evergreen forest
I'd never be cold,' she avers.
And how could that happen, my dearest?
'Why, 'cause'—her reply is the clearest—
'I'd go to the fir tree that's nearest
And buy me a nice set of furs.'"
—Century.

60

"Whole ages have fled and their works decayed.
And nations have scattered been;
But the stout old ivy shall never fade
From its hale and hearty green:
Creeping on where Time has been
A rare old plant is the ivy green."
—Charles Dickens.

61

"Look to the lilies, how they grow;
'Twas thus the Savior said that we
Even in the simplest flowers that blow
God's ever watchful care might see."
—Moore.

62

"Of all the bonny buds that blow
In bright and cloudy weather,
Of all the flowers that come and go
The whole twelve moons together,
The little purple pansy brings
Thoughts of the saddest, sweetest things."
—Mary E. Bradley.

63

"On waste and woodland, rock and plain,
My humble buds unheeded rise;
The rose has been a summer reign,
The daisy never dies."
—Montgomery.

64

"Each kindness shown to birds and men
Is sure to flutter back again."
—R. Wilbur.

65

"To comfort man, to whisper hope,
Whenever his faith is dim,
For who so careth for the flowers
Will care much more for Him."

—Mary Howitt.

66

"Be kind to every living thing,
Nor seek to take its life,
It has its special work to do
In this great world of strife.
God gives to each his little day
Of work or joy or love,
Each life is wonderful and comes
From God's own hand above."

—Selected.

67

"Among the noblest in the land,
Though he may count himself the least;
That man I honor and revere
Who, without favor, without fear,
In the great city, dares to stand
The friend of every friendless beast."

—Longfellow.

68

"When a helpless little creature
Confiding looks to us,
How can we think of hurting it?
We hurt its Maker thus."

—Selected.

69

"'Come,' says the little buzzing bee,
'Come and be busy today.'
Dear little children, let us see
Who'll store the most honey away!"

—Olive Atherton.

70

"The busy bee is small, you see,
The ant is little, too;
They teach us all, however small,
We have some task to do."

—Selected.

71

"When you to beasts and birds are kind,
They'll love you dearly, you will find."

—Margery Thompson.

72

"Do the work that's nearest
Tho it's dull at whiles,
Helping when you meet them
Lame dogs over stiles."

—Selected.

73

"Learn well from bird and tree and rill
The sin of dark resentment,
And know the greatest gift of God
Is faith and sweet contentment."

—Selected.

74

"A little brook, full of play,
Once through the meadow ran away;
And never came back, as I've heard say,
Because it found the sea one day."

—Selected.

75

"Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of bees in the sunny weather;
Hundreds of dewdrops to greet the dawn,
Hundreds of lambs in the purple clover;
Hundreds of butterflies on the lawn,
But only one Mother the wide world over."

—Selected.

76

"Twinkle, twinkle, little star,
How I wonder what you are
Up above the world so high,
Like a diamond in the sky.

When the glorious sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, twinkle, all the night."

—Selected.

77

"Because I feel that in the Heavens above
The angels, whispering to one another,
Can find, among their burning terms of love
None so devotional as that of Mother."

—Edgar Allen Poe.

78

"Hast thou sounded the depths of yonder sea?
Hast thou counted the lands that under it be?
Hast thou measured the heights of heaven above?
Then may'st thou speak of a mother's love."

—Selected.

79

"Oh, shouldst thou travel near or far,
From pole to pole or star to star,
On this broad earth, on land or sea,
A mother's prayer will go with thee."

—Selected.

80

"There are three words that sweetly blend,
That on the heart are graven,
A precious, soothing balm they send,
They're Mother, Home and Heaven."

—Mary Jane Mackle.

81

"Children, obey your parents in all things
For this is well pleasing unto the Lord."

—Bible.

82

"Honor thy father and thy mother
That thy days may be long upon the land
Which the Lord thy God giveth thee."

—Bible.

83

"All day the Father Sun gives light;
The Moon, the Mother, shines by night;
The stars are by the sweet moon led,
The fierce Sun draws them back to bed."

—Lilian Shuey.

84

"Give fools their gold and knaves their power,
Let freedom's bubble rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all."

—Whittier.

85

"Let us plant a tree by the wayside;
Plant it with smiles and with tears,
A shade for some weary traveler,
A hope for the coming years."

—L. M. Mooney.

86

"Noble deeds are held in honor;
But the wild world sadly needs
Hearts of patience to unravel
The worth of common deeds."

—Normal Instructor.

87

Alphabet.

A was an apple pie.
B baked it.
C cut it.
D danced for it.
E ate it.
F fought for it.
G guarded it.
H hid it.
I jumped for it.
K kept it.
L longed for it.
M mourned for it.
N needed it.
O offered it.
P peeped for it.
Q quartered it.
R ran for it.
S sang for it.
T tasted it.
U upset it.
V viewed it.
W wished for it.
X expects it.
YZ yearns for it.

88

Alphabet of Gems.

"All that you do, do with your might,
Things done but half are never done right.

Beautiful faces are they that wear
The light of a pleasant spirit there;
Beautiful hands are they that do
Deeds that are noble, good and true.

Children, whether great or small,
Should never, never sulk at all;
Gloomy be the day or bright,
Laugh and sing, all will be right.

Doing to others as I would
That they should do to me
Will make me honest, kind and good
As children ought to be.

Early to bed, early to rise
Makes people happy, healthy and wise.

For every evil under the sun,
There is a remedy or there is none;
If there be one, try and find it;
If there be none, never mind it.

Guard, oh guard thy tongue,
That it speak no wrong;
Let no evil word pass o'er it,
Set the watch of truth before it.

Hearts, like doors, will ope with ease
To very, very little keys;
And don't forget that two are these:
'I thank you, sir,' and 'If you please.'

It is a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again.

Just a tiny sunbeam on a cloudy day
Makes the whole world brighter, as it sheds its ray;
We can all be sunbeams, though we be but small—
Brave and kind and loving, helping one and all.

Kind hearts are the gardens,
Kind thoughts are the roots;
Kind words are the blossoms,
Kind deeds are the fruits.

Little deeds of kindness,
Little words of love,
Make this earth an Eden
Like the Heaven above.

Make this world a brighter place
Just because you're in it;
Chase each frown from off your face,
Keep cheery every minute.

Not what we give but what we share;
For the gift without the giver is bare.

O, the Star rains its fire
While the Beautiful sing;
For the manger of Bethlehem
Cradles a King.

Politeness is to do and say
The kindest things in the kindest way.

Quite your best, your very best,
Do it every day,
Little boys and little girls;
That is the wisest way.

Remember always we should seek
Rather to be good, than wise;
For the thoughts we do not speak
Shine out in our cheeks and eyes.

The fisher who draws in his net too soon
Won't have any fish to sell;
The boy who shuts up his book too soon
Won't learn any lessons well.

Unless our lives are true each day
It matters not what our lips may say.

Very good is God to me;
Look where I may, His gifts I see;
The food I eat, the clothes I wear,
Are tokens of my Maker's care.

Work while you work,
Play while you play;
This is the way
To be happy and gay.

'Xcept our best each day we try,
We cannot hope to win by and by.

You need two good weapons—
A heart that is pure,
A will that is ready
To do and endure.

Zealously strive that every day
May see some task begun;
Nor be content to rest at eve
Until that task is done."

—September '09 Primary Plans.

Biblical Alphabet.

- A Angels ascending the shining way,
Whom Jacob saw as in deep sleep he lay.
- B Bethlehem's Babe in a manger he lay,
Born to us on this glad Christmas Day.
- C For Christ, so gentle, meek and mild,
Who dearly loves each little child.
- D For Daniel brave and true,
Who feared naught that man can do.
- E To Elijah, Israel's prophet good,
In the famine, by ravens, God sent food.
- F The Fishermen, to whom Christ said,
"Come, I will make you fishers of men."
- G For Goliath, who now lies prone.
Slain by David's sling and stone.
- H Hagar and her son in sore distress
Found water in the wilderness.
- I Isaac—the only son dearly loved
With Abraham journeys to the mount of God.
- J Joseph, by his brethren in Egypt sold
For twenty silver pieces, we are told.
- K King Solomon, justly renowned,
The wisest monarch ever crowned.
- L At the Last Supper, Jesus in sorrow did say,
"Who is it this night his Lord shall betray?"
- M The infant Moses, to whose aid
Pharaoh's daughter sent her maid.
- N Nicodemus, who went to Jesus by night,
For he feared to be seen by the Jews in the light.
- O Oil in their vessels the wise virgins kept;
Lamps burning brightly, while the foolish slept.
- P Good Physician, Christ, the people did name,
Who healed the sick, the impotent and lame.
- Q Queen Esther, the King besought.
At his command her people were freed throughout the land.
- R For Ruth, the Moabite,
Who favor found in Boaz' sight.
- S For Samuel, who early heard God's voice
Calling him, and it made his heart rejoice.
- T For Timothy, whose mother besought
To heed the lessons the Holy Word taught.
- U For Uz, where good Job lived and died
Whose patience God so sorely tried.
- V The Virgin Mary mild,
Blessed Mother of the Holy Child.
- W Jesus Wept, when Mary to him said,
"Your dear friend, Lazarus, is dead."
- X For X-mas day; To where the Babe lay
Wise men from afar were led by the star.

- Y Youthful maiden, mourned so much,
Now raised to life by Jesus' touch.
Z For Zaccheus;
O may we all
Obey like him the Saviour's call.

90

"Ten little pussy cats went out to dine;
One choked his little self, then there were nine.
Nine little pussy cats sat up very late;
One overslept himself and then there were eight.
Eight little pussy cats going down to Devon;
One said she'd stay there, then there were seven.
Seven little pussy cats chopping up sticks;
One chopped himself in half, then there were six.
Six little pussy cats out for a drive;
One stayed out too late, then there were five.
Five little pussy cats coming in for law;
One got in chancery and then there were four.
Four little pussy cats going out to sea;
A red herring swallowed one and then there were three.
Three little pussy cats walking in the zoo;
A big bear hugged one and then there were two.
Two little pussy cats walking in the sun;
One got frizzled up and there was but one.
One little pussy cat living all alone;
He got married and then there were none.
—Selected.

91

"Little Miss Muffet
Sat on a tuffet
Eating of curds and whey;
There came a big spider
That sat down beside her
And frightened Miss Muffet away."
—Selected.

92

"Tom, Tom, the piper's son,
Stole a pig and away he run!
The pig was eat and Tom was beat
And Tom went roarinig down the street."
—Selected.

93

"Many joys may be given to me which cannot be bought
for gold."—Ruskin.

94

"Sing a song of sixpence,
A pocket full of rye;
Four and twenty blackbirds
Baked in a pie.
When the pie was opened
The birds began to sing;
Was not that a dainty dish
To set before the King?
The king was in his counting-house,
Counting out his money;
The queen was in the parlor,
Eating bread and honey;
The maid was in the garden,
Hanging out the clothes;
Down came a blackbird
And pecked off her nose."

—Selected.

95

"If everything were upside down,
If a new-laid egg boiled cook,
If mice caught cats,
And pigs wore hats,
How strange the world would look."

—Edith M. Taylor.

96

"Heigh ding-a-ding, what shall I sing?
How many holes in a skimmer?
Four and twenty, I'm half starving!
Mother, pray give me some dinner."

—Selected.

97

"Humpty-Dumpty sat on a wall,
Humpty-Dumpty had a great fall;
All the King's horses and all the King's men
Cannot put Humpty-Dumpty together again."

—Selected.

98

"Little Boy Blue, come blow your horn;
The sheep's in the meadow, the cow's in the corn!
Where's the little boy that looks after the sheep?
He's under a hay-cock fast asleep.
Will you wake him? No not I.
For if I do, he'll be sure to cry."

—Selected.

99

"There was once a tiger,
Who came from the Niger;
Of countries and towns he'd seen lots.
Said he, 'I must wander
For no tiger is fonder
Than I am of changing his spots.'"—Selected.

100

"There was an old pussy who lived in a shoe;
She'd so many kittens she didn't know what to do;
Those who were good had new milk and some fish,
But those who were naughty she gave—swish! swish!"—Selected.

101

"Love the spot where you are, and the friends God has
given you, and be sure to expect everything good of them."
—Albee.

102

"A bunch of golden keys is mine
To make each day with gladness shine.

'Good Morning,' that's the golden key
That unlocks every day for me.

When evening comes, 'Good Night' I say
And close the door of each glad day.

When at the table, 'If you please'
I take from off my bunch of keys.

When friends give anything to me,
I use the little 'Thank you' key.

'Excuse me,' 'Beg your pardon,' too,
When by mistake some harm I do.

Or if unkindly harm I've given
With 'Forgive me' I shall be forgiven.

On a golden ring these keys I'll bind;
This is the motto: 'Be ye kind.'

I'll often use each golden key,
And then a child polite I'll be."

—Selected.

LATTA'S HELPS FOR TEACHERS



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Ninety-six drawings with name in print and script as shown. Each card $2\frac{1}{2} \times 3$ inches, printed alike on both sides. About 150 other words in print and script, including pronouns, verbs, adjectives, conjunctions, etc., making a vocabulary to prepare the child for any primer or first reader. See them listed in "The Beginner's Outfit."

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Latta's Helps For Teachers (Continued)

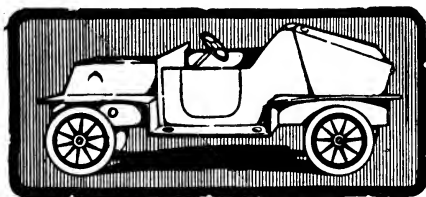


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Latta's Helps For Teachers (Continued)



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Five Soldier Boys, like these, 15 in. high...10c
Other borders, each 6c.
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Small Stencils, set of 50 for seatwork.....25c

Medium Stencils, set of 50 for seatwork35c

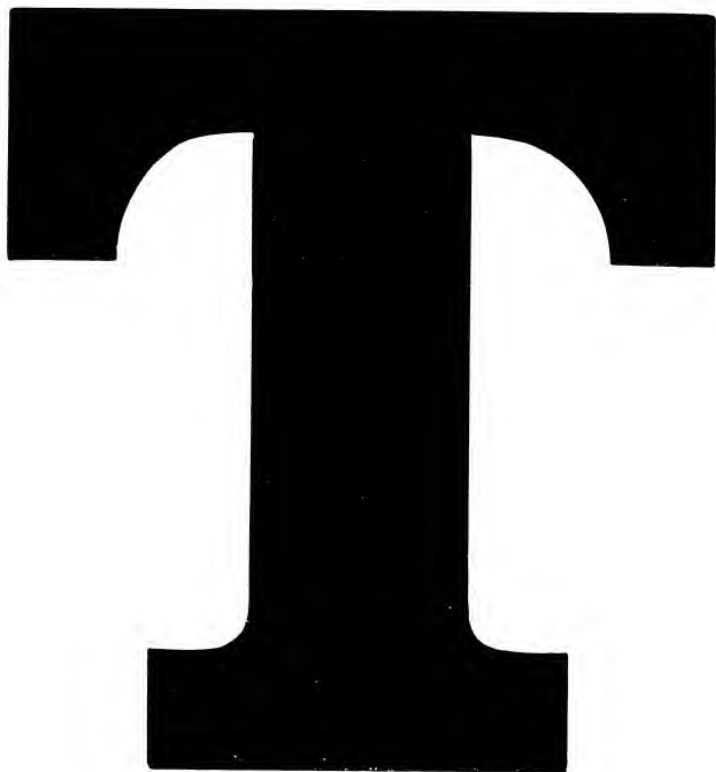
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Latta's Helps For Teachers (Continued)



Words like above to color, enough to make many sentences. printed on both sides of thick drawing paper, the set postpaid for 10c. See them listed in Latta's Beginner's Outfit.

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Alphabets and Figures 4 inches high like above, printed on tough paper for children to trace, cut, sew, color, and to form words. One set postpaid for 10c.

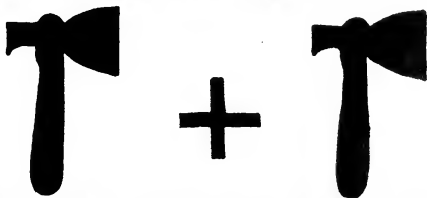
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The four sets of Arithmetic cards listed below are arranged according to grade. The first two sets are for the teacher to use as flash cards; the illustrated cards giving addition combinations only while the combinations on the number cards are arranged for either addition, subtraction or multiplication. The last two sets are for seat work.



Illustrated Primary Arithmetic Cards, 41 combinations, per set 20c.

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New Primary Arithmetic Cards for seat work and standard tests of efficiency, per set 22c.

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